

1983

## Perceptions and expectations as measures of satisfaction with the freshman advising program at the College of William and Mary

Amy Louise Jarmon  
*College of William & Mary - School of Education*

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**PERCEPTIONS AND EXPECTATIONS AS MEASURES OF SATISFACTION  
WITH THE FRESHMAN ADVISING PROGRAM AT THE COLLEGE OF  
WILLIAM AND MARY**

*The College of William and Mary in Virginia*

**Ed.D. 1983**

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PERCEPTIONS AND EXPECTATIONS AS MEASURES OF  
SATISFACTION WITH THE FRESHMAN ADVISING PROGRAM  
AT THE COLLEGE OF WILLIAM AND MARY

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A Dissertation  
Presented to  
The Faculty of the School of Education  
The College of William and Mary in Virginia

---

In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

---

by

Amy Louise Jarmon

May 1983



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AT THE COLLEGE OF WILLIAM AND MARY

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Amy Louise Jarnon

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Approved May 1983 by

  
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Committee

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### Dedication

To Ed, who started me on my pursuit of the doctorate,

To Willie, who showed me I had to do it on my own,

To Miriam, who gave me the self-confidence,

To Sam, who refused to let me quit,

To Jean, who offered hope and a Jefferson Cup.

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## Chapter One

### Introduction

#### Statement of the Problem

Historically, academic advising of students has been a function at institutions of higher education since Colonial America. Acceptance of advising as an important service to students has increased over the years. According to Haggerty and Brumbaugh (1939), only 69.1% of the institutions surveyed had advisors who served beyond the registration period (p. 578). Kamm and Wrenn (1947) reported that all but one of the 122 institutions responding to their survey had initiated academic advising systems (p. 91). In a survey conducted by Hardee in 1956, 100% of the institutions surveyed had faculty assisting students in academic matters (Hardee, 1959, p. 43).

Only recently, however, has there been national concern focused on advising. Academic advising gained national recognition through the formation of the National Academic Advising Association (NACADA) and through the American College Testing Program survey of 820 institutions (Trombley and Holmes, 1980, p. 21). NACADA has held annual conferences since 1977 and has encouraged discussion on the importance of academic advising and on the issues surrounding it. Carstensen and Silberhorn's survey in 1979 pointed out the complexity of systems of advising which have developed nationally.

The definitions of academic advising have also reflected changes over the past decades. Originally, academic advising was defined merely as a process of course registration. Robertson (1958) described the typical procedures involved in this narrow view of advising:

Standard procedure calls for the semi-annual herding of hundreds of drafted faculty into an armory or a gymnasium to plan programs and to approve election cards for students they do not know and for whom they have no continuing responsibility. The issuance of a detailed manual of instructions at a preliminary staff rally can do little more than inform if not appall. The faculty conscientiously attempts to master a few basic ground rules, handle routine cases with a dexterous flourish of a rubber stamp, with alacrity and relief refer any questions to an expert--usually a harassed assistant dean [p. 231.]

More recent definitions have included a number of duties for the advisor in addition to course registration. Grites (1979) defines academic advising as "a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an advisor" (p. 1). O'Banion's model of the process includes 1) exploration of life goals, 2) exploration of vocational goals, 3) program choice, 4) course choice, and 5) course scheduling (O'Banion, 1972, p. 62). Potter and Shane (1978) distinguish among four types of academic advising: clerical (presentation of data for information), explanatory (discussion of policies and procedures for clarification), analytic (analysis of options and goals for insight), and therapeutic (awareness of values and commitments for self-acceptance) (p. 12). Additional models and definitions will be discussed in Chapter Two. Universities may differ on their definitions.

but at most institutions the definitions will reflect the national trend towards multi-faceted advising.

Just as there is variety in definitions for academic advising, there is also lack of commonality in delivery systems for academic advising. Advising may be done by faculty members, professional counselors, peer advisors, or a combination of these (Aschenbrenner, 1963; Brown, 1965; Brown & Myers, 1975; Brown & Zunker, 1966; Meskill & Sheffield, 1970; Teague, 1977; Upcraft, 1971; Wharton, McKean, & Knights, 1966; Zultowski & Catron, 1976). It may be computer-assisted, self-administered, contracted, or done in groups (Aitken & Conrad, 1977; Allan, 1976; Hutchins & Miller, 1979; Kramer & Gardner, 1977; McFarland & Daniels, 1977; Racer, 1969; Thomson, 1980). Its organization may be under student affairs, academic affairs, or a dual effort of these divisions (Jamrich, 1955; Spindt, 1941). Advising may be centralized in an advising center or decentralized throughout the schools and departments of the university (Bonar & Mahler, 1976; Higbee, 1979; Polson & Jurich, 1979; Siewert, 1975; Spencer, Peterson, & Kramer, 1982). In short, there is no one way in which academic advising is done. Each university theoretically determines the best approach for its own students (Crites, 1979, p. 2).

Among all this diversity in advising, however, there seems to be one aspect which is consistent from institution to institution. Criticism of academic advising programs is widespread. Faculty, administrators, and students are vocal about the need for better advising (Bevilacqua, 1976; Borland, 1973; Dassance & Batdorf, 1980; Donk & Oetting, 1968; Jamrich, 1955; Koile, 1954; Meskill & Sheffield, 1970; Robertson, 1958; Trombley & Holmes, 1980). Faculty criticisms include

lack of time, lack of status, lack of training, poor selection variables, and too narrow a definition of functions (Koile, 1955, p. 47). Student concerns have centered around inaccurate information, lack of availability, and lack of concern for student welfare (Parker, Good, & Vermillion, 1976, p. 43). Cameron (1952) reported that 15-20% of the students surveyed felt that advisors were uninterested in them (p. 736).

Improvement of academic advising programs is recommended throughout the literature. Grites (1979) is very supportive of using institutional self-study to gain information which will make improvements possible. He suggests that a study should include reviews of the university statement of philosophy for advising, the objectives for the advising program, the delivery systems used, the allocation of resources, the organizational structure, the reward system, the informal support relationships, and the attitudes toward the program (p. 46). Both objective and subjective data would be valid for such a study (p. 47). Grites (1979) summarizes the importance of such a review by stating:

A thorough analysis of the advising program, complete with various kinds and sources of data, marks the beginning of an improved advising program. Without analysis a fragmented, imbalanced, undirected program will likely occur [p. 47.]

#### Purpose of This Study

As noted above, criticism of academic advising is very common at institutions of higher education. At the College of William and Mary, criticism of the Freshman Advising Program is widespread. Interest in reviewing the advising program for possible improvements was expressed

by several staff members. In response to that interest, the current study investigated the attitudes of the student and faculty participants toward the program. Both perceptions of the program as it operated in the 1980-1981 academic year and expectations for an ideal program have been analyzed.

The purposes of this study were 1) to gather information on faculty advisor and advisee perceptions of the 1980-1981 Freshman Advising Program, 2) to gather information on faculty advisor and advisee expectations for an ideal freshman advising program, and 3) to analyze the satisfaction level of the 1980-1981 participants by comparing the perception and expectation scores derived from the study.

Several questions were asked at the outset of this study. What are the perceptions of the faculty advisor and advisee participants in the Freshman Advising Program about the program, considering the dimensions of academic planning and course scheduling, career planning, knowledge of academic regulations and of available resources, assistance in personal development, developmental advising relationship, and advisor style? What are the expectations of both groups for an ideal faculty advising system on these same six dimensions? What is the level of satisfaction with academic advising as denoted by the congruence between the perception and expectation scores of the participants? What suggestions for improvement in the program can be made as a result of the study?

#### Need For This Study

The significant pressures on higher education over the last decade and into the 1980s are enumerated throughout the literature. Lowered enrollments among 18-22 year-olds, increased numbers of nontraditional

students, tight financial resources, limitations in the job market for recent graduates, competitive graduate and professional school entrance requirements, student consumerism, lack of mobility for faculty, and increased "stopping out" from college are some of the factors which have impacted on higher education (Grites, 1979; Pfnister, 1976; Trombley & Holmes, 1980). Projected declines in future enrollment have made retention of traditional students a very important issue for universities and colleges (Trombley & Holmes, 1980). The new student clienteles which have enrolled on campuses often have created a demand for less conventional educational methods such as work-learning programs, service-learning options, cross-cultural experiences, academic credit for prior learning, and individual growth and development programs (Conrad, 1978). Financial pressures due to lowered tuition income have led to fewer faculty and staff positions, innovations within present resources, greater accountability, and fewer rewards for increased duties. Student consumerism has created demands for accurate information, for individualized attention, and for more truthful advertising of the services available (Grites, 1979, pp. 21-23).

These same pressures which have acted on higher education in general also have had specific impacts on advising. Advisors are called upon to assist the nontraditional student in maneuvering through the traditional educational system and in adapting that system to his/her needs. Students expect advisors to interact with them in personalized ways and to provide accurate information. Advisors are expected to continue revamping and improving their capabilities even within the resource limitations of their institutions.



As result of the varied pressures on higher education, retention has become a crucial focus of campus resources and efforts today. Retention is a particularly important way in which academic advising can contribute to the well-being of an institution of higher education. Yale (1978) defines three types of attrition: developmental, bad-fit, and correctable. Developmental attrition would be caused by a student's change in objectives; bad-fit attrition would reflect a bad admissions decision by the student and the institution; correctable attrition would be possible to diminish. It is this correctable attrition which an advisor could possibly impact. In another definition, Noel (1976) states four causes for attrition: isolation, academic boredom, dissonance, and irrelevance (p. 35). Isolation and academic boredom could possibly be overcome or diminished through good advising. In yet a third definition, W. F. Brown (1972) states that inadequate academic and career progress influence attrition (p. 88). Wood and Wood (1979) support this definition in their study which found that prediction of dropout rate was moderately related to lack of commitment to a major. Advising would be a natural means to improve retention under this definition. Thus, whichever definition of attrition is used, it contains elements which can be affected by campus efforts to improve retention, and specifically by advising.

A number of studies have noted this link between retention and advising. Hendrix (1965) found that freshmen with low predicted grade averages who were assigned to special advisors performed better than freshmen with low predictions who were assigned to regular advisors (p. 185). Newman (1965) stated in her study that dropouts reported advisors as being unavailable, disinterested, and unhelpful twice as frequently

as graduates (p. 134). At Notre Dame, Glennen (1971) reported a 33% drop per year in the attrition rate when a new advising system was instituted (p. 7). Starr, Betz, and Menne (1972) found student satisfaction significantly related to retention; faculty advisor helpfulness was one of the quality of education aspects in this study (pp. 320, 321). At the University of Nevada, Las Vegas, Glennen (1976) found a 39% decrease in freshman attrition when intrusive counseling was used (p. 50). Hadley and Fahs (1976) reported that exit-prone students showed higher retention during the academic year when a special advising system was used. In the second phase of the same study a cross-section of students was involved in the program and showed better retention between the freshman and sophomore years than previous classes (p. 84). In his study of persisters and dropouts, Noel (1976) found that advisor help beyond registration was important to persisters (p. 35). The factor of "advisement" discriminated between persisters, voluntary withdrawals, and dropouts in L. F. Robinson's study (1969, pp. 7-8). Robinson recommended that faculty advisors who are interested, trained and available might be able to reduce attrition (p. 9). When an improved advising system was initiated at Gustavus Adolphus College, Tillquist (1976) reported that the retention rate increased over a two-year period (p. 100). Pantages and Creedon (1978) reported that advising was important to student integration with the institution (p. 79). Muskat (1979) found that decisions on academic major and career goals were related to persistence and defined academic counseling as a process developing an integrated program leading to life and career goals (p. 20). Willner (1980) also found that occupational goals were related to persistence in college. He found that the largest percentage

of students who expected to return for the next semester already had an occupational goal in mind. As a result, Willner urged that faculty advisement be considered important in clarifying the liberal arts connection to preparation for life and in enhancing goal direction (p. 50).

The pressures on higher education in the 1980s are mentioned throughout the literature. Attrition has serious implications for institutions of higher education. One tangible way in which institutions can attempt to reduce attrition is through improved academic advising. As the theoretical rationale section which follows will delineate, a student developmental system of academic advising is compatible with this goal of lowered attrition.

#### Theoretical Rationale

During the last several decades, student affairs professionals have developed a number of concepts to explain college students' growth during their undergraduate careers. This compilation of theories is referred to as the student development process. The student development process is based on three assumptions. First, young adults of college age undertake certain developmental tasks. Second, development does occur during the college experience (Chickering, 1967). Third, the college environment can impact on this development (Bugleski and Lester, 1940; Dressel and Lehmann, 1968; Feldman and Newcomb, 1969). A number of developmental theorists have contributed to the literature on student development (Coons, 1971; Erikson, 1959; Heath, D., 1978; Heath, R., 1978; Kohlberg, 1969; Loevinger, 1976; Parry, 1970; Sanford, 1962).

Chickering (1969) is another theorist who has contributed to this literature. He is especially interested in identify formation and

describes seven vectors which are present in this process. These vectors are developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity. Chickering believes that the environment of the student provides challenges which encourage development on each of these seven dimensions. Important to Chickering's theory is the concept that others can influence student development. Chickering (1969) specifically mentions the impact that faculty can have on development of students along these vectors:

When student-faculty interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles, development of intellectual competence, sense of competency, autonomy and purpose are fostered [p. 153.]

According to Chickering, faculty can offer help to students by making sure that their communications are characterized by listening, watching, feeling, inquiring, and respecting (pp. 246-252). In a 1971 article, Chickering noted that faculty can influence development in the area of cultural sophistication of students by their contacts outside the classroom (p. 127).

A number of authors agree with Chickering that faculty can impact on the adjustment and growth of students. Feldman and Newcomb (1969) reported that faculty influence students on intellectual development and on occupational and career decisions (p. 258). Centra and Rock (1971) found that students with high levels of faculty interaction achieved higher scores than predicted on the GRE's while students with low levels of interaction underachieved (p. 632). In his 1972 study, Alberti

showed that planned interaction was successful when student objectives were matched with faculty competencies. He reported that students who had close contact with a professor showed greater concern for others and a tendency toward more trusting and personal relationships (p. 21). In addition, the students reported that interpersonal relations were an outstanding feature of their education, that their relationships had improved, and that they had a more positive attitude toward their studies in engineering (p. 19). In 1973, Appel, Berry, and Hoffman reported that faculty had a positive influence on students as role models; for this reason, they recommended increasing contacts between faculty and students (p. 173). Wilson, Gaff, Dienst, Wood, and Bavyr (1975) noted that students who were high interactors with faculty reported greater change in college and greater satisfaction with the college experience than students who were low interactors (p. 161-162). Lokitz and Sprandel (1976) found that validation of student existence by faculty and advisors was very important to the adjustment of freshmen (pp. 277, 279). Advisors and other faculty were important influences and effective in assisting new students' integration into the community (p. 279). Recently, Endo and Harpel (1982) found that student-faculty interaction affected student outcomes. The frequency of informal contacts had a greater overall effect than the frequency of formal contacts. Informal contacts had a positive effect while formal contacts had a negative effect on satisfaction. Helpfulness of faculty affected satisfaction with education, progress towards intellectual goals, and participation in cultural activities (p. 127).

These studies show that faculty interactions with students can have positive effects; it follows that academic advising, which is one way to

increase the opportunities for such interaction, can also have a positive effect (Hines, 1981). Lokitz and Sprandel (1976) specifically mentioned advisor impact on freshman and adjustment (p. 279). In a 1974 study by Stein and Spille, outreach advising increased student-faculty interactions (pp. 62-63, 64). Cameron (1952) reported that one-third of the students who wrote comments on the returned surveys wanted increased interaction with advisors (p. 736). Dilley (1967) disputed the need for faculty-student interactions. In his study, letters were sent to an experimental group of students to invite them to see a faculty member about any problems. Only 11% of the sample made appointments, and 50% of the freshmen interviewed said they had never had contact with a faculty member outside of class (p. 284). However, there are several possible explanations for Dilley's negative results on student-faculty interactions. First, the study was done at the University of Wisconsin-Eau Claire where 50% of the faculty (p. 282) and 80% of the teaching assistants (p. 283) were defined as "inaccessible". Second, the faculty who were mentioned in the letters had no previous connection to the student surveyed. Thus, the interaction in the study was not matched to student objectives (a variable mentioned as important by Alberti in his 1972 study) and may have been discouraged by the known inaccessibility of the faculty.

If, as the cited literature suggests, faculty can impact on the growth and adjustment of students and if academic advising can provide the positive interactions for this to happen, then faculty advisors can be influential persons in student decisions concerning persistence in higher education. In Iffert's 1950 study on retention, he stated that

faculty advising was one of three items given the lowest rating at all types of institutions (1957, p. 102). Bolton and Kammeier (1967) and Clark (1968, p. 266) stated that out-of-class interaction with faculty was a significant determinant of students' acceptance of the intellectual goals of the institution. Feldman and Newcomb (1969) found a positive relationship between student satisfaction and good interactions with faculty. Noel (1976, p. 35) and Shulman (1976, p. 4) both found that a significant adult was influential to students who persisted in college. In 1976, Pascarella and Terenzini reported a significant association between the amount of interaction with faculty and retention from freshman to sophomore years (p. 40); students' perceptions of both their academic and nonacademic experiences were positively influenced by increased interaction (p. 39). In their 1978 article, Pascarella and Terenzini elaborated that the frequency of interactions on course-related matters had the strongest effect on freshman year grade point average and on self-perceived intellectual growth while interactions focusing on career concerns had the strongest effect on perceived personal development (p. 189). Yale (1978) cited that 72% of the dissatisfied students who withdrew still valued the conversations which they had had with deans and faculty. In Beal and Noel's 1979 national survey on retention, the results showed that the most important negative campus characteristic at four-year public institutions was inadequate academic advising while the most positive campus characteristic at all types of institutions was a caring attitude of faculty and staff (p. 2). In a review of 61 studies, Lenning, Sauer, and Beal (1980) noted that improved academic advising was an action program to increase retention which was successful in most cases (p. 3). Pascarella and Terenzini

(1980) found that persisters scored higher on the number of student-faculty relationships than students who withdrew voluntarily; they suggested that both quality and frequency of informal contacts between faculty and students might be important to student integration into the college community (p. 72). Habley (1981) stated that students who perceive faculty and staff as unconcerned with their development are more likely to withdraw (p. 48).

The first part of this section on theoretical rationale has discussed the student developmental approach to higher education. Chickering, as one proponent of assisting in developmental changes in college students, emphasizes that faculty members (including advisors specifically) can impact on the development of students. As shown in the studies mentioned above, faculty members are important to the satisfaction of students and, as a result, to their retention.

The next focus will be on how a student developmental point of view can be integrated into the academic advising process. Crookston (1972) combined student development with the academic advising process to take advantage of purposeful student-faculty interactions and their influence on retention. He distinguished between the developmental advisor and the prescriptive advisor. Crookston's model is one in which the advisor assists the student in development of decision-making skills and of several of the vectors mentioned by Chickering. Crookston described the differences between the prescriptive and developmental approaches to advising in tabular form. The differences were mentioned in terms of abilities (as indicated by data from tests and batteries), motivation (view of human nature), rewards (intrinsic or material), maturity (level of responsibility), initiative (agent responsible), control (who is in



charge of the relationship), responsibility (task designation), learning output (who will profit), evaluation (who has input), and relationship (basis for the interaction ) (p. 14). Figure 1 replicates Crookston's dimensions of prescriptive and developmental advising.

This view of advising stresses the personal growth of the student and the sharing of responsibility between the advisor and the advisee. Advising, such as that described by Crookston, can create developmental opportunities for the student and thereby encourage growth along Chickering's vectors.

By utilizing Crookston's model in advising, the advisor can also avoid the confusion which often occurs in prescriptive advising when the assumptions of the advisees and the advisor are not always congruent. It is the communication in developmental advising which assures congruence (p. 16). Hallberg (1964) agrees that the student should share responsibility in advising and that misconceptions may occur if this does not take place (p. 115). Borland (1973) also states that a better understanding of the expectations of both parties is needed in the advising relationship (p. 212). Throughout their handbook for advisors, Kramer and Gardner (1977) encourage both communication between the advisor and the advisee and shared responsibility for the relationship.

Chickering's developmental vectors and Crookston's application of the student developmental point of view to academic advising are the bases for this study. Young adults in college do have developmental tasks to accomplish during their college experiences. Through their interactions with students, faculty members provide important role models and act as support persons in this development. Developmental advising can promote growth among students. To be most effective in

FIGURE 1  
 CONTRASTING DIMENSIONS OF PRESCRIPTIVE AND  
 DEVELOPMENTAL APPROACHES TO ADVISING

In Terms Of	Prescriptive	Developmental
Abilities	Focus on limitations	Focus on potentialities
Motivation	Students are <sup>1</sup> lazy, need prodding	Students <sub>1</sub> are active, striving
Rewards	Grades, credit, income	Achievement, mastery, acceptance, status recognition, fulfill- ment
Maturity	Immature, irresponsible, must be closely supervised and carefully checked	Growing, maturing, responsible, capable of self-direction
Initiative	Adviser takes initiative on fulfilling require- ments rest up to student	Either or both may take initiative
Control	By adviser	Negotiated
Responsibility	By adviser to advise By student to act	Negotiated
Learning Output	Primarily in student	Shared
Evaluation	By adviser to student	Collaborative
Relationship	Based on status, strategies, games, low trust	Based on nature of task, competencies, situation, high trust

<sup>1</sup>After McGregor's (1960) x and y theories.

developing student potentialities, the advisor and the advisee need to hold congruent views of the advising relationship and need to share responsibility for that relationship.

#### Research Hypotheses

The previous sections have pointed out the importance of participant attitudes in self-studies of academic advising, the need for congruence between advisor and advisee expectations for the advising process, the importance of faculty-student interactions for satisfaction with college and their resulting impact on retention, and academic advising as a developmental process. The following research hypotheses, which were based on these aspects, have been investigated in this study:

##### Research Hypothesis 1.

There is no significant difference between advisee and advisor perceptions of the 1980-1981 Freshman Advising Program.

##### Research Hypothesis 2.

There is no significant difference between advisee and advisor expectations for an ideal freshman advising program.

##### Research Hypothesis 3.

There is no significant difference between advisee and advisor satisfaction with the 1980-1981 Freshman Advising Program.

##### Research Hypothesis 4.

There is no significant difference between male and female advisee perceptions of the 1980-1981 Freshman Advising Program.

##### Research Hypothesis 5.

There is no significant difference between male and female advisee expectations for an ideal freshman advising program.

Research Hypothesis 6.

There is no significant difference between male and female advisee satisfaction with the 1980-1981 Freshman Advising Program.

Research Hypothesis 7.

There is no significant relationship between the approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Research Hypothesis 8

There is no significant difference between male and female advisees on the relationship between the approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Research Hypothesis 9.

There is no significant relationship between average length of advising sessions and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Research Hypothesis 10.

There is no significant difference between male and female advisees on the relationship between average length of advising sessions and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Research Hypothesis 11.

There is no significant difference between field-congruent advisees and field-incongruent advisee satisfaction with the 1980-1981 Freshman Advising Program.

Research Hypothesis 12.

There is no significant relationship between residence hall assignment and advisee satisfaction with the 1980-1981 Freshman Advising Program.

### Research Hypothesis 13.

There is no significant relationship between advisor teaching field and advisor satisfaction with the 1980-1981 Freshman Advising Program.

### Limitations of This Study

The following limitations were present in this study:

1) The College of William and Mary in Virginia has a residence-hall-centered and faculty-based advising program for freshman students. Due to the institutional-specific nature of the program, the results of this study may have generalizability only to institutions with the same advising format.

2) There were 87 faculty advisors and 867 freshman students included in the samples for this survey. Return rates of 54% for the advisors and of 59% for the advisees were accomplished. These return rates were adequate for the study to proceed since the student return group matched the sample group except for sex which is discussed as an independent variable. The faculty advisor group is representative of the sample group.

3) The 867 advisees eligible for the survey were divided into 54% female and 46% male. The return group was 72% female and 28% male. Thus, the respondent group was greatly skewed toward female respondents. The independent variable of sex was considered in the analysis of the data and is discussed in Chapter Four.

4) This study, due to time constraints, considered participant attitudes as its only facet for institutional self-study. Crites (1979) would have also considered institutional philosophy, program objectives,

allocation of resources, delivery systems, and informal support relationships as variables worth studying.

5) This study focused on satisfaction with the program by its participants rather than an evaluation of perceptions or expectations alone. A composite score is emphasized rather than the base measures, as a result.

#### Definitions

The Freshman Advising Program. The advising system used for freshman students at the College of William and Mary in Virginia. The system is faculty-based and residence-hall-centered. Although students retain the same advisor until they declare their majors at the end of the sophomore year, only the freshman year was evaluated in this study. Only data for the 1980-1981 Academic Year was analyzed.

Survey of Perceptions and Expectations (Freshmen). A sixty-item survey with Likert-type scaling from Strongly Agree to Strongly Disagree which measured perceptions of the 1980-1981 Freshman Advising Program and expectations of an ideal freshman advising program. The six dimensions of the survey were based on a review of the literature: academic planning and course scheduling, career planning, knowledge of academic regulations and of available resources, assistance in personal development, developmental advising relationship, and advisor style. Item content was based on modifications of previous questionnaires.

Survey of Perceptions and Expectations (Freshman Faculty Advisors). The parallel survey form used in the study to measure faculty advisor perceptions and expectations.

Academic Planning and Course Scheduling. The dimension of academic advising which includes both long-range planning to reach educational

goals and course selection for a specific semester. Analysis of results tables will refer to this dimension as Academic Planning.

Career Planning. Dimension of academic advising which covers exploration of career goals.

Knowledge of Academic Regulations and of Available Resources. Dimension of academic advising which considers dissemination of information on regulations and the ability to make effective referrals. Analysis of results tables will refer to this dimension as Knowledge.

Assistance in Personal Development. Dimension of academic advising which considers assistance in personal growth in decision-making skills and in nonacademic matters. Analysis of results tables will refer to this dimension as Personal Development.

Developmental Advising Relationship. Dimension of academic advising which is based on the developmental advising relationship characteristics described by Crookston (1972). Analysis of results tables will refer to this dimension as Developmental Advising.

Advisor Style. Dimension of academic advising which looks at the advisor's personal characteristics in advising.

Total Perception Score. The total score for the participants (either advisees or faculty advisors) on the sixty questions on the perceptions portion of the survey.

Total Expectation Score. The total score for the participants (either advisees or faculty advisors) on the sixty questions on the expectations portion of the survey.

Total Satisfaction Score. This score is derived by subtracting Total Perception Score from Total Expectation Score. The score

indicates congruence between the 1980-1981 system and participants' ideal systems. Scores may be positive or negative. 100% satisfaction = 0.

### Overview

This chapter of the study has focused on the statement of the problem, the purpose of the study, the need for the study, the theoretical rationale, the hypotheses for research, the limitations of the study, and the definitions of terms used in the study. Chapter Two will review the literature related to academic advising. Chapter Three will discuss the methodology of the study with particular emphasis on the sampling, the instrumentation, the statistical hypotheses, and the methods of analysis. Chapter Four will discuss the results of the study. Chapter Five will discuss conclusions and recommendations for future studies.



## Chapter Two

### Review of the Literature

This chapter reviews six topics in the literature on academic advising which are relevant to the present study: the history of academic advising; academic advising as a student developmental process; delivery systems for advisement; studies which have investigated perceptions of, expectations for, and/or congruence between these two factors in academic advising; questionnaires relevant to the current study; the dimensions of academic advising; and the independent variables considered in this study.

#### The History of Academic Advising

Academic advising has been an important function in higher education since the Colonial colleges. The presidents and faculty were responsible for advising students on both academic and nonacademic aspects of college life. Because of the small numbers of students, the limited course offerings, and the rigid curriculum, advising was an informal process.

Kenyon College was the first college to formalize advising. In 1841, while Rutherford B. Hayes was a student he wrote home about a new system at the college in which each student was to choose a faculty member as advisor and friend. These advisors were to be the medium for communication between students and faculty (Crockett, 1978, p. 1.1). In 1876, Johns Hopkins University began a system of advising, and President

Gilman appointed a chief of advisors in 1889 (Robinson, D. W., 1960, p. 16). In the same year, Harvard appointed a Board of Freshman Advisors (Grites, 1979, p. 5). The first deanship in student affairs was established in 1890 at Harvard (Levine, 1978, p. 135). The expansion of the advising system occurred because of the combined impact of increased enrollments, diversity of students, expanded curricula, faculty specialization, popularity of the elective system, and lessened contact between students and faculty because of faculty involvement in research (Levine, 1978, p. 136). During the 1900s, student personnel functions were expanded to include orientation, placement, and counseling (Levine, 1978, p. 136).

After World War I, more personalized academic advising was needed in response to such innovations as individualized curricula and honors programs (Levine, 1978, p. 135). The number of institutions having advising systems grew in the 1930s and 1940s. In a 1939 study, Haggerty and Brumbaugh found that 93.9% of the two- and four-year colleges which responded to their survey had advisors helping with the selection of courses (Appendix 17). Kamm and Wrenn (1947) surveyed four-year institutions in the North Central Association of Colleges and Secondary Schools and reported that 99% of the respondents had faculty advising programs (p. 91). After World War II, the returning GI's entered higher education. At a time when faculty were narrowing their role more and more to favor research, separate programs of student personnel services were expanded to meet the needs created by larger enrollments and more diverse students (Appleton, Moore & Vinton, 1978, p. 372).

The faculty limited the amount of time devoted to the advising function even more in the 1950s. Delisle (1965) and Borland and Birmingham (1977) attributed this action to dissatisfaction over advisee

load, lack of time, space limitations, inadequate information, the clerical role of the advisor, and lack of rewards. Spencer, Peterson, and Kramer (1982) further attributed faculty complaints to lack of use by advisees (p. 18). Students of the 1960s criticized faculty advising because of the lack of student participation in the advising process, the lack of faculty concern for students, the specialization of faculty, the standardized curriculum, the unavailability of faculty, and the inability of faculty to answer questions (Borland, 1973, pp. 211-213; Spencer, Peterson & Kramer, 1982, p. 17).

An influx of nontraditional students created new demands on academic advising in the 1970s. These new demands caused administrators to understand the importance of individualized attention in advising as a deterrent to attrition (Grites, 1979, p. 7). The Carnegie Commission on Higher Education (1972) recommended that higher education make advising a priority (p. 55). This recommendation was made because, according to their survey, 47% of all undergraduates at all types of institutions did not receive adequate advice from the faculty and staff; dissatisfaction with advising ranged from 38% to 62% depending on institutional type (p. 84). Response to the need for improved advising has come from several sources during the decade. The American College Testing Program undertook a national survey to gather data on the current state of advising (Carstensen & Silberhorn, 1979) and published a resource document and supplement to provide institutions with information on how to improve advising (Crockett, 1978, 1979). In 1977, a national conference on academic advising was held and its success led to the founding of the National Academic Advising Association in 1979 (Trombley & Holmes, 1980, p. 21).

By the end of the 1970s, academic advising gained recognition as an

important service. As discussed in Chapter One, efforts to improve advising were supported because of advising's impact on retention through greater faculty-student interaction and through increased goal-direction for students.

#### Academic Advising as a Student Developmental Process

In the first part of the 1900s, academic advising was seen largely as a clerical function devoted to course selection each semester (Robertson, 1958). However, attitudes began to change in the 1950s and 1960s; and as a result, definitions of advising were expanded. Hardee (1961) classified the old view of an advisor into four stereotypes:

- 1) The automat stereotype: the "slip a coin in and get a schedule out" process.
- 2) The thousand-mile check-up: the advisor arranges a course program and checks back in a month to see how it worked.
- 3) The patch-after-crash stereotype: the advisor goes into action when a crisis occurs.
- 4) The malevolent benevolency: the advisor as mother hen hovers over the advisee [p. 115.]

In the same article, Hardee defined a modern version of faculty advising which suggested the developmental nature of advising. The three dimensions of her modern definition were: a) discerning the purposes of the institution, b) understanding the purposes of the student, and c) reviewing possible ways to facilitate the student's learning and to promote these with him (1961, p. 116). Hallberg (1964) also recommended active student participation in the advising relationship. Chickering (1969) agreed that such interaction between faculty and students was a way to foster student development along the vectors of intellectual competence, sense of competency, autonomy, and purpose.

However, not until Crookston (1972) looked at faculty advising as teaching and applied prescriptive and developmental labels to advisors did the application of student developmental theory to advising really begin. As described in Chapter One, Crookston defined the prescriptive advisor as one who had an authoritarian nature and the developmental advisor as one who shared the advising function with the advisee (pp. 12-13). Figure 1 contrasted these two styles along ten dimensions. Through Crookston's view of advising, the transition from the role of the advisor as registration clerk to the role of advisor as mentor was made possible:

Advising is viewed as a teaching function based on a negotiated agreement between the student and the teacher in which varying degrees of learning by both parties to the transaction are the product [p. 17.]

O'Banion (1972) applied Crookston's (1972) developmental advisor concept to the actual dimensions of the advising function. The five dimensions of O'Banion's model were: exploration of life goals, exploration of vocational goals, program choice, course choice, and scheduling courses (p. 63). O'Banion stressed that these steps were sequential so that each dimension would build on the knowledge of previous goals and decisions (p. 64). For each of the dimensions in his model, O'Banion specified the skills, knowledge, and attitudes needed by the advisor:

1. Exploration of life goals: (a) knowledge of student characteristics and development, (b) understanding of decision-making process, (c) knowledge of psychology and sociology, (d) skills in counseling techniques, (e) appreciation of individual differences, (f) belief in worth and dignity of

all men, (g) belief that all have potential.

2. Exploration of vocational goals (all under number 1 above plus the following): (a) knowledge of vocational fields, (b) skill in interpretation of tests, (c) understanding of changing nature of work in society, (d) acceptance of all fields of work as worthy and dignified.

3. Program choice: (a) knowledge of programs available in college, (b) knowledge of requirements of programs (special entrance requirements, fees, time commitments), (c) knowledge of university requirements for transfer programs, (d) knowledge of how others have performed in the program, (e) knowledge of follow-up success of those who have completed the program.

4. Course choice: (a) knowledge of courses available, (b) knowledge of any special information regarding courses (prerequisites, offered only in certain times, transferability: Does the course meet graduation requirements? ([sic] What is the appropriate sequence for the university?) (c) rules and regulations of the college regarding probation and suspension, limit on course load (academic and work limitations), (d) knowledge of honors courses or remedial courses, (e) knowledge of instructors and their teaching styles, (f) knowledge of student's ability through test scores, high school record, (g) knowledge of course content.

5. Scheduling courses: (a) knowledge of schedule, (b) knowledge of the systems of scheduling and changing the schedule, (c) knowledge of work and commuting requirements [p. 64.]

His model went far beyond advising as class registration and demanded far greater skills and commitment from the advisor than previous definitions.

Like Crookston, Borland (1973) supported the view that the individual student must be an active participant in the advising relationship (p. 214). He argued that both the student and advisor should share responsibility for the outcomes of advising if a developmental relationship is to be attained (p. 214).

According to Tilley (1973), three types of student services existed. There were: fiduciary services which were obligatory for general welfare (such as the health center), developmental services (academic and career advising), and services which were the same as those for the community (such as recreation). The developmental services were the ones which were unique to higher education (p. 120).

Chickering (1973) also referred to the unique self-developmental aspects of higher education today. The nontraditional student brought to higher education an era in which the student began to look for new experiences and opportunities. As college became a reality for other than the elite, self-expansion became a priority for students in higher education (pp. 72-73).

Dameron and Wolf (1974) furthered the implementation of O'Banion's model by suggesting a "career ladder" approach to staffing. In their implementation, steps one and two of the model (exploration of life goals and exploration of vocational goals) would be facilitated by professional counselors. Steps three and four (program choice and course selection) would utilize guidance associates. Step five (scheduling courses) would employ a paraprofessional assistant (pp.

471-472). The model retained the sequential nature of O'Banion's (1972) model, but dispersed the necessary skills, attitudes, and knowledge to several levels of personnel.

Bardie (1975) urged counselors to go beyond just personal and vocational development of students:

Counselors, in their concern for the personal and vocational development of students, have paid insufficient attention to their role in furthering students' liberal education. Counselors can aid students in developing an educational philosophy and, accordingly, help them design an educational program and participate in experiences congruent with the students' goals and values [p. 3.]

Like the other writers of the era, Bardie wanted education to recognize the total student and the breadth of the advising task.

The idea of a developmental milieu was addressed by Miller and Prince (1976). They identified eight core conditions for such an environment; such that, an individual would

(1) be free to risk disclosure of innermost thoughts and feelings without fear of attack or rejection; (2) be allowed to begin at his or her own level, move at his or her own pace, and master each succeeding level of learning before moving on through the developmental process; (3) have opportunities to identify emerging developmental needs and have an equal voice in deciding what learning to pursue and how to proceed; (4) be able to observe and interact with others who effectively model the characteristics, values, and processes which best represent the outcomes to which the environment is committed; (5) have access to the basic human, physical, monetary, and informational resources necessary for the



development being undertaken; (6) receive accurate and usable cognitive and affective feedback and reinforcement in response to behavior; (7) have opportunities to practice and test out new ideas and actions; and (8) be encouraged to learn increasingly complex behavior and apply it, as appropriate, to his or her life situation [p. 17.]

This environment was reminiscent of Crookston's (1972) view of the developmental advisor's concerns:

developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making and evaluation skills [p. 12.]

Kramer and Gardner (1977) identified two levels in the advising process. In level A advising, the advisee had need of technical assistance and asked the advisor to provide information, interpretation of a policy, an error check or other assistance. Level B advising occurred when the advisee was having trouble dealing with his roles as youth, student, and adult and needed the advisor to be an understanding role model (p. 24). The authors proposed that the advisor and advisee negotiate an advising contract. The advising contract would contain a "shared definition of what is to be used to monitor, evaluate, or change that relationship [p. 26]." Thus, the advising contract formalized the style of the developmental advisor as defined by Crookston (1972).

In 1977, Grites suggested that academic advising is the "natural vehicle for including more academicians in an integrative student development program [p. 33]" and described a model that was "both

operational in practice and developmental in concept [p. 34]." His 4 x 4 model contained four functions of advising and four developmental stages over which these functions occurred. The primary advising function was concerned with the details of course selection and scheduling. Professional advising dealt with the career-development aspects. Personal advising facilitated resolution of emotional and social issues. The programmatic function stressed co-curricular interaction between students and faculty. This operational framework took place over four stages. The first stage was that of preview and referred to the presentations of information to prospective students. The planning stage related to the continuous process of advising during the student's college years. The process stage referred to the continuous monitoring of the student's progress toward his educational goals. The postview stage referred to extensive study of the views not only of alumni but also of those who did not enroll, who transferred, or who withdrew from the institution (pp. 34-36). Grites' model, thus, utilized the academic structure to implement student development. It provided for adaptability to a variety of institutions and for evaluation of advising efforts (p. 37).

Titley (1978) applied decision-making theory to advising. She defined advising as "a decision-making process through which a student, aided by a faculty member, maximizes the educational experience through an information exchange specifically relevant to both curricular and career planning [p. 1.12.]" In her theory, five student needs (intellectual, emotional, social, physical, and spiritual) were satisfied on each of five decision levels. These levels were defined as "expressive" (made in spontaneous and free atmosphere), "productive" (some control

over environment and basically identical for all students), "inventive" (manipulation of data), "innovative" (abstract concepts), and "emergentive" (nontraditional results) (pp. 1.14-1.15). She saw her theory as an approach for improving the quality of advising.

Crockett (1978) combined a developmental definition of advising:

Academic advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations [p. 1.3.]

with a definition of the developmental style of an advisor:

Good academic advising involves the ability of the advisor to help a student define and develop realistic goals, accurately perceive the needs of a student, and then successfully match these needs with available institutional resources in a meaningful manner. This process is carried out in an atmosphere of a caring and trusting relationship [p. 1.5.]

If delivered properly, Crockett felt advising could be a powerful way for the institution to affect student growth and development (p. 1.7).

Similarly, Mash (1978) felt that the importance of academic advising was too often overlooked. He cited three dimensions that must exist for developmental advising to take place: 1. advisors must view advising as important, 2. training of advisors must instill a thorough knowledge of programs and services, and 3. a thorough understanding of student interests and abilities must result through data collection prior to admission (p. 34). In 1979, Mash noted that academic advising could be

the key managerial function around which an institution could build a student developmental model (p. 26).

Walsh (1979) defined advisement as a developmental function:

One goal of advisement should be to assist students in growth: growth in self-awareness of the relationship of education and life; growth in the ability to determine at least some tentative academic and career goals as well as a program to achieve them; and growth in the awareness of life as extending beyond just the four years of college. In fact, students' active awareness of and participation in their own development should be a major focus of advisement [p. 447.]

He felt that the advisor should facilitate the integration of a student's academic, personal, social, and career goals (p. 447). The advisor would accomplish this through three roles: counselor, advocate, and guardian (p. 448).

Metz (1978) also viewed advising as a growth-fostering interaction. He listed five conditions necessary for growth to occur:

1. The advisee is more actively involved in her/his own decision-making than the advisor.
2. The perspective in which the decision-making is being done is as much future-directed as immediate.
3. Behavior perceived as constructive by both advisor and advisee is the expected and resultant outcome of decision-making.
4. Advisor and advisee use other campus resources when either perceives these as potentially improving the quality of decision-making and/or resultant behavior.

5. Advisor and advisee commit themselves to continuing participation in advising when both agree that continuation can be growth-fostering [p. 1.20.]

Metz stressed the shared responsibility of the advisor and the advisee in the developmental process.

Bostaph and Moore (1980) urged institutions to integrate the developmental approach not only into their advising process, but also into their training process for advisors. Only as advisors gained an overall philosophical perspective of advising could they integrate the developmental approach into their actions as advisors (p. 49).

Finally, Blustein (1981) suggested the integration of academic advisement and vocational development. He felt this would be consistent with the fact that both academic course selection and career decision-making are parts of a broad developmental system (p. 175).

The idea of academic advising as a developmental process has been one of the dominant themes in the literature of the 1970s. This approach to advising will meet current student needs and will make new demands on advisors. Walsh (1979) suggested the transition:

Academic advisement has traditionally been thought of as limited to such routine functions as course registration and academic record-keeping. Advisement, however, should be redefined so that developmental functions are central. It would then perform a much-needed service in higher education, for students need assistance in planning academic programs and integrating academic, career, and life goals. Faculty and advisors will need to learn some unaccustomed roles (counselor, advocate, and guardian) as well as some new skills [p. 446.]

Perhaps the most telling indication of the acceptance of the developmental nature of academic advising has been the title of the Fourth National Conference on Academic Advising which was held in 1980:

"Academic Advising as a Developmental Process."

#### Delivery Systems for Advisement

Traditionally advising has been a faculty responsibility. As student personnel services expanded, advising began to be shared by both faculty and student affairs staff members. In two-year institutions, counselors were often solely responsible for advising. Tensions developed between academic affairs and student affairs on who should advise. Wrenn (1941) admonished both sides for this power struggle:

Faculty advisors and trained counselors must cease being either afraid or contemptuous of each other....Our job is that of seeing how personnel worker and faculty can work together to help the student [p. 508.]

A 1955 study by Tinsley noted the flaws in the faculty-advising systems of 19 liberal arts colleges. The problems included assignment of too many advisees per advisor, lack of release time or remuneration for advising, focus on the academic needs of the student to the exclusion of other concerns, disagreement over who should train advisors, and at some institutions lack of any training for advisors (p. 330).

Despite the problems of advisement by faculty, Tinsley urged:

that schools should become increasingly aware of the counseling potential of the faculty. Personnel officers cannot and should not assume all responsibility in this area [p. 220.]

In 1957, Kiell reported very positive results in an evaluation of faculty counseling at Brooklyn College. Of the freshmen surveyed, 91.5% thought that the faculty counselor performed a worthwhile role (p. 362). Inadequate information on required courses, majors, and degree requirements and desire for more vocational counseling were two complaints concerning the program, however (p. 363).

Robertson (1958) visited 20 colleges nationwide and asked "Who should be an academic advisor?" Although the answer was "the faculty member" at all institutions, the importance of the professional counselor as a resource and the need for a good working relationship between the faculty and student affairs were stressed (pp. 234-235). He referred to the suspicion and hostility on some campuses which hindered effective relations between these two groups (p. 235). Robertson urged colleges to institute five steps to improve advising:

1. organize the advising role to profit from faculty potential as counselors,
2. select advisors carefully to ensure the best staffing,
3. structure the relationship between advisors and student affairs staff to facilitate communication,
4. utilize the data collected by advisors to evaluate college services, and
5. publicize the services and purpose of advising to gain support both internally and externally (pp. 237-239).

Robinson, D. W. (1960) also focused on the problems with faculty advising. He noted the lack of faculty involvement in the establishment of advising systems, the narrow role of the faculty advisor, the conscription of faculty into advising, the inadequate communication of

purposes and information, and the lack of recognition for advising as the major concerns of faculty (pp. 19-20).

The criticisms of faculty advising during the 1950s and 1960s prompted studies during the 1970s on the effectiveness of professional counselors versus faculty advisors. Sheffield and Meskill (1972) evaluated the new counselor advising system at C. W. Post College and found that 68% of the students and 54% of the faculty preferred professional counselors to the previous faculty advisors. Shelton (1972) found that counselors were rated significantly higher than faculty advisors on concern for students, acceptance of students, genuineness, approachableness, and effectiveness (p. 2115-A). Teagus (1977) surveyed 17 community colleges in Maryland and found that students preferred either the counselor-only or the faculty-only system of advising over combined approaches (p. 283).

A number of colleges attempted team approaches by faculty and counselors to take advantage of the benefits of both systems. Siewert (1975) described an advisement center staffed by both faculty and counselors. O'Banion, Fordyce, and Goodwin (1972) reported that 83% of the 2-year colleges surveyed used instructors in academic advising; counselor-instructor and instructor-counselor teams accounted for 67.4% of this usage, however (p. 418).

In response to these studies on faculty and counselors as advisors, the arguments pro and con for faculty or for counselors as the delivery system for advising have been summarized by several authors (Crockett, 1980; Dressel, 1974; Jones, 1970; Landry, 1981; Levine & Weingart, 1973; Matson, 1972; Robbins, 1972). The arguments in favor of the faculty member as the advisor can be summarized as follows:



1. Faculty members are the appropriate persons to deal with students' questions about the academic domain. Referrals can be made by faculty if other problems arise.

2. Student-faculty interaction is important to retention and advising provides a natural mechanism for this interaction.

3. Use of faculty for advising is the most financially efficient method for providing the service.

4. Faculty members because of their academic specializations are the most competent persons to handle student questions on professional schools and graduate study.

Proponents of using only professional counselors for advisors state the following advantages of such a system:

1. Counselors are trained in dealing with all types of student problems and, therefore, can assist the student on a range of needs. Not just anyone can counsel students.

2. Because counselors are hired mainly to counsel students, assistance is more available than with faculty members who have commitments to class preparations, committee work, research, and teaching.

3. Counselors have the time to keep updated on the college regulations and policies. Faculty are too departmentally oriented to know this university-wide information.

4. Faculty do not understand the concept of student development, while counselors do.

In view of this controversy, other approaches to the delivery of advising have also been suggested. Special advising staffs separate from the faculty or the counseling center have been created. These staffs usually have manned a centralized advisement center and have

dealt mainly with the undeclared or general education student during the freshman and sophomore years (Abel, 1980; Bonar & Mahler, 1976; Dameron & Wolf, 1974; Meskill & Sheffield, 1970; Pino, 1974; Polson & Jurich, 1979; Siewert, 1975).

Another approach of using undergraduate students as peer advisors to supplement either a faculty or counselor system of advising has become popular. Zunker (1975) reported an increase in the use of paraprofessional advisors for academic matters from 8.5% in 1964 to 29% in 1974. Hutchins and Miller (1979) described the use of faculty-peer advising teams. The pros and cons of the peer approach to advising have been stated in the literature (Brown, W., 1965; Habley, 1979; Upcraft, 1971). Experiments have shown the effectiveness of peer advisors (Brown, C. & Myers, 1975; Murry, 1972a & b; Zultowski & Catron, 1976).

Other proposed delivery systems for advisement have been self-advisement (Lewis, 1972; McFarland & Daniels, 1977; Recer, 1969) and computer-assisted advisement (Aitken & Conrad, 1977; Peterson, E. & Kramer, 1980; Thomson, 1980).

O'Banion (1972) suggested that the delivery system was not as important as the commitment to advising:

In reality, who does advising is probably not as important as the philosophy of the institution that supports the academic advising program and the commitment and understanding with which the counselor or instructor approaches the process [p. 66].

Teague (1977) supported the necessity of an individual institution's decision on who should advise:

All institutions have unique characteristics; students come from a diversity of backgrounds. With regard to academic advisement, each

institution must formulate its own philosophy, identify available resources, determine specific student needs, and periodically reassess the chosen approach from the viewpoint of advisors and administrators as well as students [p. 284.]

#### Research on Perceptions, Expectations, and Congruence in Advising

Grites (1979) suggested that institutions should undergo self-studies to improve their advising systems. He stated that the attitudes of the participants in advising were important to such studies (p. 46). Crockett (1980) also agreed that participants were legitimate evaluators of advising systems. He stated that three types of evaluation exist for advising: (a) evaluation by the advisees, (b) evaluation by the advisors, and (c) evaluation by the administrator responsible for the advising program.

In this self-study of the advising system at the College of William and Mary, the author considered both advisees and advisors in evaluating satisfaction with the Freshman Advising Program. Three factors related to evaluation were considered. Perceptions were defined as the participants' views of current advisor performance. Expectations were defined as the participants' desires for an ideal advisor's performance. Congruence was defined in two ways: 1) as the similarity between perceptions and expectations for each type of participant and 2) as the similarity between perceptions and expectations for different types of participants.

Several previous studies have examined perceptions, expectations, and/or congruence in academic advising. These studies will be summarized in this section. In his study of the Advising system at the University of Chicago, Friedenber (1950) discovered that students'

expectations of an advisor's role were congruent with the university's philosophy on advising. This similarity between student and university objectives for advising led to advisee satisfaction with the advising system.

Taking a slightly different approach, White (1970) investigated the congruence between students' descriptions of their current and ideal advisors. Congruence between the current and ideal descriptions existed on the dimensions of interpersonal relationship (atmosphere, rapport, and empathy) and of co-academic concerns (financial concerns, employment advice, future enrollment, and future planning) (p. 48). Incongruence between perceptions and expectations was found on three dimensions: academic advisement (curricular and scholastic problems), psychological needs (self-understanding, emotional problems, frustration, and morality), and social needs (p. 48). A majority of the students (69%) said that their ideal advisor would help them with psychological problems, but only 31% were actually helped by their present advisors on these concerns. Help with social problems was desired by 41% of the students, and 22% of them received this type of help from their current advisors. Most students (91%) wanted their advisors to give them help on academic concerns, but only 54% were actually given the assistance needed (p. 50).

In yet another design, Schwarz (1972) studied advisor-advisee dynamics to determine whether faculty and students held similar expectations for their advisor-advisee relationship and to determine whether students experienced a relationship congruent with their expectations. Schwarz found that the expectations of students and faculty were

statistically similar, but that students' expectations significantly exceeded their actual experience (p. 2135-A).

In a study of academic advisement for the College of Engineering at Michigan State University, Hoffman (1972) also considered student and faculty congruence. He investigated student and faculty opinions about which advising services were most essential and about which alternatives to the current system of advising would be preferable. Out of the 47 items measuring these opinions, students and faculty were in substantial disagreement on 18 of the items. On 10 of 11 items concerning services, students felt that the services were more necessary than did the faculty. In addition, students voted alternatives as having more potential than did the faculty on four out of seven questions (p. 2104-A).

Grites (1974) looked at both students' perceptions of advisors and at advisors' self-perceptions. There was disagreement between students and faculty members on their perceptions of the advisor's role. Grites suggested that faculty either were unaware of or unconcerned with student perceptions of them or rated their performance unrealistically (p. 62).

In her 1978 study, Brady studied faculty goals and student needs for 12 dimensions of academic advising. She defined goals as faculty aims for advisement and needs as student demands for services. Under these definitions, both goals and needs would be considered expectations. Brady stipulated that she was not concerned with whether the needs were met, or whether they were perceived or real. In 75% of the categories studied, faculty goals and student needs for advising were incongruent (p. 146-A). While students desired specific information, faculty preferred to give only general content. Faculty aimed at

assisting students in setting goals while students desired assistance in reaching goals but not in setting them. The two groups agreed on the importance of the advisor-advisee interrelationship, but disagreed on the appropriate style. Variety of resources, access to referrals, open-mindedness in the relationship, and avoidance by advisors of "selling" courses were areas of congruence.

In a survey at Cornell, Gardner also found that students and faculty disagreed on their responsibilities in the advising relationship. Furthermore, if the advisor and advisee did not discuss their disagreement on roles in the advising process, it was unlikely that the process would be a positive one. Indeed, only if the first session between the advisor and advisee were positive was it likely that the advisee would return for another appointment (1978, p. 20).

Brock, Gardner, and Kramer reported that advisees' expectations for advising did not impact significantly on their ability to rate advisor performance impartially. Thus, advisee ratings were considered to be valid measures of both advisor effectiveness and of advisee satisfaction with the advising system (1978, p. 41).

In a study of advising at 12 colleges, Kramer and Gardner (1978) found that faculty advisors rated themselves higher than their advisees rated them on seven out of eleven items (p. 1133). This result was in line with Grites' study in 1974.

Lagowski and Hartman (1980) drew tentative conclusions concerning data from a study completed at the University of Texas in Austin. Entering students were asked to rate advisors on 17 characteristics (expectations), and enrolled students were asked to rate advisors on the same characteristics (perceptions). In addition, faculty,

administrators, and professional advisors were interviewed. Advisors exceeded advisee expectations concerning information and confidentiality. However, criticism was focused on the failure of advisors to discuss interests and abilities openly and to provide adequate discussion about options available after graduation (p. 46). These differences between perceptions and expectations prompted the authors to observe:

Even at this stage in the study, it is abundantly clear that a lack of communication is the basis for much of the discontent with academic advising. It would seem that everyone "knows" what academic advising is and is not, yet the process seems to be very much shaped by the individual advisor. The need for concise, unambiguous statements of what students can and should expect from academic advising is unmistakable...The purposes of and goals for academic advising should be defined and publicized to provide students, advisors (faculty and professional staff), and administrators a common base from which to operate, evaluate, and change [p. 46.]

The discrepancies between what students expect from advisors and what faculty are willing to give in the advisor role were reported by Benson, Bestul, Williams, Wright, and Bundy (1979). Among the students surveyed in their study, 63% wanted career planning but only 25% received such assistance. Assistance in selection of courses was desired by 83% of the advisees; however, only 46% stated that advisor information had actually assisted them in this aspect. Students wanted information on college regulations and policies (75%), but only 40% of their advisors clarified regulations for them. While course quality information was important to 46% of the advisees, only 25% received such

information. Cutting through university "red tape" was a concern for 46% of the students, and was provided to 35% of them. Discussion of grades and academic performance was desired by 44% and received by 15% of the advisees. Although 41% of the students wanted information on services and resources within the university, only 9% of them were given such information (p. 10). As a result of these findings, the Subcommittee on Advising at University of Wisconsin-Eau Claire recommended that "a means for addressing the expectations of students entering the advising process at the university" should be one of the main issues for the university [p. 13.]

At the College of William and Mary, the student affairs staff included two questions about the advisor-advisee relationship on the Fall 1980 and Fall 1981 administrations of the Cooperative Institutional Research Program (CIRP) Survey. Of the freshmen participating, in Fall 1980, 95.3% indicated an expectation that the advisor would offer assistance in areas beyond course selection. In Fall 1981, 92.6% indicated this same expectation for the advisor role. An expectation that students would have opportunities to meet informally with their advisors outside of the office was indicated by 88% of the Fall 1980 respondents and by 88.2% of the Fall 1981 respondents.

To summarize, the literature has supported the validity of participants as evaluators of an advising program (Tiede, 1977). Participant perceptions of the current situation have been used to determine effectiveness of advisors. Their expectations have been important in understanding the needs of the advisees. Lack of congruence between the student and faculty expectations for advising has suggested critical needs for dialogue to determine program goals and for publicity to



clarify these goals. Lack of congruence between student and faculty perceptions of advising has also provided data for discussion of strengths and weaknesses of the advising program and for improvement in specific advisors' skills.

#### Questionnaires Relevant to the Current Study

The content of the student and faculty surveys in this study was based on a review of the literature and on questions contained in seven other surveys. Each of those surveys will be described briefly.

First, White (1970) investigated the concept of congruence between students' perceptions of their current advisors and their expectations for their ideal advisors. There were five dimensions studied in his survey: advisor relationship, academic advisement needs, co-academic needs, psychological needs, and social needs. These dimensions have been described earlier in this chapter. In addition to demographic information, the format of his questionnaire included three sections. The first section presented respondents with 65 statements to which they indicated for both present and ideal advisors a response on a Likert-type scale from Always True to Always False. The second portion listed 60 statements which required the respondent to indicate a True or False designation in response to "My Advisor Did" and "My Ideal Advisor Would". Finally, White asked participants to complete 20 semantic differential pairs for the ideal advisor. Although the content of a number of the items was appropriate to the current study, the instrument as a whole was not satisfactory. The survey was much too long. Many of the questions were repetitive or did not transfer easily to the William and Mary advising system. In addition, the semantic differential

portion of the study did not seem appropriate to both student and faculty respondents.

The second survey considered was A. Peterson's (1971) College Advisement Survey. Peterson studied student responses to 98 statements about their advisors. A variety of Likert-type scales were designed to be appropriate for particular types of questions. There were 11 subscales developed through a pilot study in 1969 and a follow-up study in 1970. The first seven of these subscales were shown to be reliable: class selection, vocational, personal, rapport, relationship, effects, and satisfaction. The two subscales, explanation and concern, needed further refinement. The subscale for manner could be used with reservations (p. 76). The questions on the survey covered three main dimensions of advisement: class selection, vocational, and personal. Although Peterson's College Advisement Survey was attractive because of its reliability, several problems existed in using it for the current study. First, it included only perceptions of the advisor's performance and did not investigate expectations. Second, the survey had been used only for two-year institutions and reflected, therefore, a heavily vocational component in its question content. Third, the length of the survey was prohibitive.

The next surveys considered were those that Grites (1974) developed as parallel Advising Satisfaction Questionnaires for faculty advisors and students. These questionnaires surveyed student and faculty perceptions of the advising function. The student version had 23 statements with Likert-type scales from Strongly Agree to Strongly Disagree. The faculty version also had the 23 statements plus 20 true-false questions concerning college regulations. A disadvantage of these

instruments was the limited scope of the study. The questions centered almost entirely on the affective dimension of the advising relationship. In addition, only perceptions and not expectations were investigated.

A further investigation of surveys found that Brady (1978) had constructed two surveys to investigate student needs and faculty goals in advisement. There were 12 categories studied, as described earlier in this chapter. Each survey contained 66 items which used a Likert-type scale of Unimportant to Very Important. Once again, the instruments were limited to expectations only. Another disadvantage was that Brady's instruments were copyrighted, and the limited time for completion of this study precluded further consideration. Brady's instruments were used; however, as an additional check for representativeness of the content of the final surveys.

Finally, Crockett's 1979 supplement to the Resource Document cited three surveys which provided additional content for survey questions. An 11-item survey from San Jose State University asked students to respond to statements about their current advisors on an Excellent to Poor scale (p. 2.153). A checklist for advisors used by University of Nebraska-Lincoln was helpful in composing questions on Crookston's (1972) concept of the developmental advising relationship (pp. 5.336-5.339). Finally, a survey from Ohio Wesleyan University, Delaware, Ohio, on advisor performance provided content suggestions (pp. 5.383-5.385).

While each of the seven surveys had limitations for transfer to this study in toto, the surveys were very helpful in development of the content of the current surveys. The survey questions for this study were modified from the content of the questionnaires reviewed to assure

representativeness of the areas of study in advising. Thus, content validity of the surveys for this study is high because the questions were based both on a general literature review and on modifications of question content used in previous studies.

#### Dimensions of Academic Advising

There were six dimensions of academic advising considered in the current study. Questions on the surveys were based on the dimensions of academic planning and course scheduling, career planning, knowledge of academic regulations and of available college resources, assistance in personal development, developmental advising relationship, and advisor style.

This portion of the chapter will examine the literature upon which each of these six dimensions was based. This literature discussion covers three general topics for each dimension: models and definitions using the dimension, the dimension's importance to advising, and evaluation studies which have used the dimension as a criterion.

Academic planning and course scheduling. The academic planning and course scheduling functions of academic advising have probably been the most widely accepted of the advising functions. As stated previously, these aspects have been included in advising since the Colonial colleges. This dimension is included in the models of O'Banion (1972), Tilley (1973), Brady (1978), and Crockett (1978).

O'Banion (1972) listed program choice, course choice, and scheduling as steps three, four, and five of his model on advising. He separated the three to indicate choice of a major, selection of appropriate courses, and the more clerical aspect of forming a suitable time schedule. Tilley (1973) defined academic planning as part of a developmental

process unique to higher education. Brady (1978) investigated the academic advising function in her study of faculty and student expectations. Crockett (1978) stated that planning an academic program consistent with student interests and abilities was essential to advising.

Numerous studies in the literature have listed academic planning and course scheduling as important functions of the advising relationship. In 1957, Kiell found that 52% of the freshman students wanted help with academic planning (p. 363). When they studied sources of assistance for students' problems, Donk and Hinkle (1971) found that over an 11-quarter time period, the percentage of students using the advisor for help on academic problems remained fairly constant (68%, 66%, 65%) (p. 267). Christensen and Magoon (1974) found that the faculty advisor was the first source of assistance for students on vocational-educational problems (p. 311). Kramer, Berger, and Miller (1974) reported that academic concerns were ranked as the number three concern for students and that the faculty advisor was the number one source of assistance for such problems (pp. 390-391). In 1976, Carney and Barak reported that 95% of the students used the faculty advisor as a source of assistance for problems (p. 282). Scholastic concerns were the fourth ranked problem experienced by students (p. 281). Benson and associates (1979) noted that 83% of the student respondents wanted assistance with selection of courses (p. 10). Brady (1978) found that while a faculty advisor aim was to assist students in setting academic goals the students wanted only assistance in reaching their goals (p. 146-A).

Several authors have specified academic planning and course scheduling as criteria for evaluation of advisor effectiveness. In 1940, Love and McCabe asked home economics majors to rate their advisors on help in planning student goals (p. 485). Kiell (1957) reported that half of the respondents to his survey said that their faculty counselors were most helpful in program planning (p. 362). Kapraun and Coldren (1980) asked students to evaluate satisfaction with their advisors on the "discussion of academic goals" and on "progress toward those goals" (p. 85).

Career planning. Career planning is a dimension of academic advising which has gained acceptance as an advising function only during the past decade. There were five authors who included this dimension in their models or definitions of advising. A. Peterson (1971) included vocational advising in his study and reported that the vocational subscale on his inventory was reliable as a measure for advising. O'Banion (1972) included exploration of vocational goals as the second step in his sequential model. Tilley (1973) stated that career planning was the second half of developmental advising. Grites (1977) utilized the faculty as the experts for career planning in the professional dimension of his advisement model. Brady (1978) included both vocational information and vocational function as factors in her study.

Several studies have confirmed the importance of career planning to advising participants. Hoffman (1972) reported that engineering students felt that information on graduate school admissions was a critical service of advising. In Christensen and Magoon's 1974 study, the faculty advisor was identified as the number one source for vocational assistance (p. 11). In Carney and Barak's 1976 study, choice of major

or career was the first concern of students, and faculty advisors were the most frequently used resource (p. 281). Benson and associates (1979) found that 63% of the students wanted career planning assistance from their advisors. Morris (1978) listed 11 career-planning needs mentioned by students in a poll which he conducted.

Career planning has also been a factor in evaluations of advising. Wesley and Caldwell (1978) found that students were more satisfied with advisors who gave them sufficient time to discuss career options (p. 34). Venglar (1980) found that both faculty and students were supportive of integrating career planing into academic advisement, but that student support was more positive. Also, students who had experienced career advisement were better able to list career options and were more confident about finding jobs after graduation than the other students (p. 71).

Knowledge of academic regulations and of available resources. The importance of accurate information about academic regulations and about resources for referral has been recognized in advising definitions and models. A. Peterson (1971) developed a knowledge subscale for his survey of student perceptions of advising. Dauch (1972) defined the effectiveness of the advisor as his ability to competently disseminate information. Crockett (1979) listed the provision of accurate information about options, requirements, policies, and procedures as an important function of an advisor.

The desire of students for accurate information on regulations and resources is mentioned consistently in the literature on advising. Hoffman (1972) found that 85% of the respondents to his survey felt that the explaining of program requirements and options was an imperative

service of academic advising. Respondents also stressed the importance of information on prerequisites and skills required for courses (p. 2104-A). Parker, Good, and Vermillion (1976) found that 80% of the students surveyed chose "up-to-date on school requirements and policies" as one of the most important advisor characteristics (p. 678). Both 1976 and 1977 University of Maryland (1978) surveys listed as characteristics of the good advisor: has knowledge about programs and requirements outside specific major, can provide information on graduation requirements, and knows when to send me for additional help or information. Brady (1978) listed three types of information as dimensions in her study: general, academic, and vocational. Accurate and specific information was an important need of students while faculty advisors aimed at style rather than content and information. Information was the greatest area of incongruence between students and advisors. Both groups agreed on the importance of appropriate referrals, however (p. 146-A). In a poll conducted by Morris in 1978, students indicated 17 areas of information that were important to them. Benson and associates (1979) noted that 75% of the respondents indicated interest in using advisors for information on requirements and procedures (p. 10). Sagarin, Higginson, and White (1980) reported that the academic domain, which included academic information, was more important to freshman students than social concerns.

Knowledge also has been mentioned as an evaluative criterion in several studies. Cummer (1961) noted that knowledge of the advisor on topics outside his own teaching specialty may be related to satisfaction of advisees. As a result, he urged that advisors be provided with complete and accurate information (p. 1083-A). Rosenberg (1970) found



that students were more satisfied with advisors who made referrals (p. 3739A). Chathaparampil (1971) also suggested that emphasis on knowledge would improve satisfaction with advising (p. 169). In Grites' 1974 study, a positive and significant relationship between student perceptions of the advisor and his knowledge of academic rules and regulations was noted (p. 5053-A). Satisfactory advisors were perceived as knowledgeable about sources of information in a study by Wesley and Caldwell (1978, p. 34). Kapraun and Coldren (1980) used "awareness of and access to information" and "referral to proper assistance" as two criteria for advisor evaluation.

Assistance in personal development. Assistance in personal development is a function of academic advisement which is based on the assumption that academic advisement is a developmental process. The literature on this developmental point of view has been presented earlier in this chapter. Because this view has been more widely accepted by student personnel workers than by faculty members, this function of academic advising has most often been disputed as inappropriate for faculty advisors.

In light of the thorough discussion previously presented on academic advising as a developmental process, only a few models and definitions will be reiterated here. White (1970) included the developmental nature of advising in his study through inclusion of this dimension in his psychological factor. In his sequential model of advising, O'Banion (1972) included the exploration of life goals as the first step. Chickering (1973) noted the acceptance of self-development as a new goal of higher education. Grites (1977) included a personal dimension in his model. Crockett (1979) stated that the advisor should help students

clarify their values and goals and help them better understand themselves as persons.

The literature reviewed suggested that there is mixed opinion on the advisor's role in dealing with students' personal concerns. In 1950, Friedenberg noted that students were looking for some help with personal concerns. Likewise, Kiell (1957) reported that only 18% of the students said that they did not expect their advisors to assist them on personal matters (p. 363). Chickering (1969) also specifically noted the importance of faculty advisors and other faculty in the personal development of students. Morris (1978) listed 17 developmental needs which students mentioned in response to his survey on advising. But, Donk and Oetting (1967) reported that the faculty advisor was ranked as only number five or six by students for assistance on personal concerns (p. 316). Similarly, Christensen and Magoon (1974) reported that students saw faculty advisors as the eleventh source of assistance with personal matters (p. 312).

There were two studies that used assistance in personal development as a criterion for evaluation of the advisor. Love and McCabe (1940) asked students to evaluate the advisor's performance on "aid in their personal evaluation". Cummer (1961) reported that satisfaction with advising may be related to the advisor's interest in assisting on both academic and nonacademic matters (p. 1083-A).

For the purposes of the current study, assistance in personal development was defined as the advisor assisting the advisee on questions of life goals, values, and attitudes and on a better understanding of himself. This assistance would be given on both academic and nonacademic topics. Thus, personal development denoted skills

learned and the growth achieved rather than the actual content of personal problems (that is, boyfriend-girlfriend relationships, family disputes, et cetera).

Developmental advising relationship. Crookston's (1972) concept of developmental advising relationship was explained in detail in Chapter One. Figure 1 provided the reader with a summary of his points. To summarize briefly here, he defined a developmental advising relationship as one in which both the advisor and advisee shared responsibility for the relationship and in which learning could take place by both parties. As mentioned earlier in this chapter, both Borland (1973) and Mash (1978) have expanded on this concept.

Benson and associates (1979) found that 35% of the students surveyed wanted to share equally with the advisor in decisions about how time was utilized in advising, that 7.5% desired to learn skills in decision-making through advising, and that 35% wanted to explore options with the advisor.

Kramer and Gardner (1977) applied the use of contracts to the concept of the developmental advising relationship. By formalizing the relationship through a contract, the advisor and advisee participated in discussion of their responsibilities. Thus, the contract allowed for continual evaluation of how well each was meeting his responsibilities and served as the medium for discussion in changes of responsibilities. In a study at twelve colleges, Kramer and Gardner (1978) found that students perceived themselves as less likely to be involved in the advising process than faculty thought they were being involved (p. 1.131).

Advisor style. The style of the advisor in dealing with the students he advises will obviously affect the relationship. In his study of student perceptions of advising, A. Peterson (1971) found that rapport and relationship were stable subscales. Dauch (1972) found that satisfaction and effectiveness were related in advising. He defined satisfaction as the interpersonal relationship between the advisor and the advisee.

A number of studies have reported student needs in terms of the relationship with the advisor and have clarified the characteristics which students feel are important in advisor style. Friedenberg (1950) reported that students were looking for personal warmth in an advisor. Cameron (1952) stated that students expressed the desire for more personal contact with their advisors. Lokitz and Sprandel (1976) noted that freshman students seek validation of their existence from faculty; and as a result, impersonal treatment negatively affects student feelings of personal worth. Parker, Good, and Vermillion (1976) noted three advisor characteristics important to students concerning the style of the advisor: availability to the students, concern for student welfare, and personal warmth and friendliness. Bevilacqua (1976) also found that students desired more personal contact with their advisors. On the other hand, Brady (1978) reported that students desired support from faculty advisors rather than close personal relationships. At the College of William and Mary, the Cooperative Institutional Research Program Survey was administered to new students in Fall 1980 and showed that 88% of the students expected to have an informal relationship with the faculty advisor. In Fall 1981, 86.2% of the new students expected such a relationship.

Advisor style has also been used as an evaluation criterion and an indicator of satisfaction. Love and McCabe (1940) asked students to evaluate their personal relationships with their advisors. Cumber (1961) found that students who had advisors who expressed a high interest in advising were more satisfied with the advising experience. Personal interest in assisting advisees and accessibility may also be related to this satisfaction (p. 1083-A). White (1970) found that both faculty advisors and students agreed that empathy and rapport were important in the advising relationship (p. 3891-A). Chathaparampil (1971) also stated that a favorable attitude toward advising was critical and that rapport was one of the factors affecting satisfaction with advising (p. 169-A). In 1972, Schwarz noted that student and faculty expectations for the interpersonal relationship in advising were similar but that students experienced a relationship below their expectations (p. 2135-A). Shelton (1972) compared students who had faculty as advisors with students who had counselors as advisors and found that students were significantly more satisfied with counselors as advisors because they were more concerned about students, were more genuine, and were more approachable than faculty advisors (p. 2115-A). In Hardy's 1976 study, the interpersonal relations factor was most important in predicting student satisfaction with advising (p. 1403-A). In a study conducted by Wesley and Caldwell, advisors who were perceived as being interested in students and their problems received higher ratings (1978, p. 34). "Takes time to become acquainted with you personally," "is one with whom you have a congenial relationship," and "has positive constructive attitude toward advising" were used by Kapraun and Coldren (1980) in a survey to evaluate advisors (p. 85).

### Independent Variables Which May Affect Advising Satisfaction

There were six independent variables which were used in the statistical analyses for this current study. Only one of these variables--residence hall assignment--was specific to the College of William and Mary advising situation. The other five variables were chosen from the literature reviewed because of their applicability to advising at the College. These five variables were sex of advisee, approximate number of advising sessions in the advisor's office, average length in minutes of the advising sessions, teaching field of advisor, and intended major of advisee. This section will review the literature for each of these variables.

Sex of advisee. Sex of advisee was a variable with divergent results in the literature. White (1970) noted that although males and females were not significantly different in their need for advisement (p. 34), males had significantly more interviews with the advisor than did females (p. 36). Also, the distance score which measured difference between current and ideal advisor was significantly greater for males than females (p. 51). Dauch (1972), however, observed that males rated advisors significantly higher than females on effectiveness of the advisor (p. 3306-A). Pino (1974) found that female students perceived an advisement-center system for advising more favorably than male students (p. 4206-A). However, no effect on ratings of satisfaction or effectiveness was noted for sex of the advisee in a study by Brock, Gardner, and Kramer (1978, p. 41). A follow-up study of the same group by Cashin (1979) also confirmed that sex of the advisee was not related to satisfaction or to effectiveness (p. 90).

Number of advising sessions. Schwarz (1972) reported that the quality of the advising experience was related to the number of sessions that the advisee had with the advisor (p. 2135-A). Grites (1974) also found a positive relationship between the number of advising sessions and student perceptions of the advisor (p. 5053-A). In 1981, Grites again reported the positive effect that the number of advising sessions had on advisee satisfaction (p. 31). But, Brock, Cardner, and Kramer (1978) reported that frequency of interactions did not have a significant impact on satisfaction with or effectiveness of advising (p. 41). In the follow-up by Cashin (1979), however, there was a correlation between the number of times the advisors saw the students and student satisfaction. Thus, number of advising sessions seemed an appropriate variable for further study.

Length of advising sessions. Cameron (1952) found that students desired more time with their advisors. Rossman (1967) investigated the effect of release time on faculty advising and found that students in the experimental group were more likely to discuss career planning, course planning, and study problems with their advisors than students in the control group (p. 160). In 1968, Rossman again found that students whose faculty had release time to advise were more satisfied with their advisors than the students whose faculty taught a full course load in addition to advising (p. 358). In his study, Schrader (1981) found that the amount of time spent by the advisor with the advisee was the most critical independent variable (p. 2945-A). Grites (1981) found that length of the advising session was positively correlated with high ratings for advisors (p. 31). Reichard (1981) also found that longer sessions were related to significantly greater satisfaction with

advisement (p. 100). The literature suggests, therefore, that length of advising time may affect satisfaction with advising.

Teaching field of advisor/intended major of student. A point of disagreement at the College of William and Mary is whether the advisee should be assigned to a general advisor or to an advisor in his intended major. Gelso and Sims (1968) cautioned against using admissions data on intended major to make advisor assignments because entering students changed their intended major, which was given on their admissions applications, prior to registration for their first semester 38.7% of the time. This percentage did not include those who switched from undeclared to a major field (pp. 335-336). But, Cumber (1961) stated that satisfaction may be related to the advisor's field of expertise being the same as the advisee's major. In 1970, Rosenberg also found that advisees were more satisfied if the advisor was in the same department as the student's major (p. 3739-A). Likewise, Chatharampill (1971) also reported that student satisfaction was related to the advisor's knowledge of the student's academic area. However, no relationship between academic discipline and satisfaction was found by Schwarz (1972). In the same year, however, Dawson (1972) encouraged further study on the relationship between satisfaction and advisor field/advisee major (p. 4085-A). Wesley and Caldwell (1978) also found that the academic department of the advisor was not a factor in satisfaction. In 1980, Titley and Titley had similar results to the Gelso and Sims study when they found that between the admissions application and summer orientation, 38% of the freshmen changed their major or declared undecided. In addition, of the 62% who appeared certain of their majors, approximately 47% changed majors over the next two years (1982,



p. 46). Because congruence between advisor teaching field and intended major of the advisee may be an important factor in satisfaction with advising, the variable was included for investigation in this study.

Residence Hall Assignment. As mentioned above, residence hall assignment is the one variable included for investigation in this study which is specific to the College of William and Mary. Because advisors are assigned to teams by residence hall, each team has a different faculty leader and organizes its contacts with students in different ways. It was considered possible that differences in satisfaction might, therefore, related to residence hall assignment for the advisee.

There were three variables for which data were collected because of the literature review but which were not feasible for further analysis because of the lack of range in the responses. The three variables which were deleted from consideration will be discussed briefly.

Number of contacts with the advisor outside the office. Both Cameron (1952) and Bevilacqua (1976) reported that students desired more personal contact with their advisors. Rosenberg (1970) linked advisee satisfaction to the number of contacts with the advisor outside the office (p. 3739-A). Grites (1974) also found that student perceptions of the advisor were affected by outside contacts with the advisors or the desire for these to occur. In a 1981 article, Grites again noted the significant relationship between outside contacts or the desire for them and advisee satisfaction (p. 32). At the College of William and Mary, there were 88% of the entering freshmen who were administered the CIRP Survey in Fall 1980 and who desired informal contact with professors outside of the classroom or office. In Fall, 1981, 88.2% of the entering students responded similarly. Despite these indications

that outside contacts would be important to William and Mary students, this variable had to be deleted from the statistical analysis because it was found that William and Mary students did not actually have contacts with advisors outside the office.

Number of advisees. Schwarz (1972) found that student experience in advising was not related to the number of advisees in a group (p. 2135-A). Wesley and Caldwell (1978) also found that number of advisees was unrelated to advisee satisfaction (p. 34). In 1978, Brownlee reported a slightly significant correlation between the number of advisees in a group and advisee satisfaction (p. 4597-A). Originally, this variable was going to be included in analysis to see if number of advisees was related to satisfaction on the part of the advisor. Advisee load was deleted, however, when it was found that the majority of advisors are automatically assigned either nine or ten advisees.

Individual advisor. It is common for surveys on advising to be initiated for the purpose of evaluating individual faculty. Such evaluations can be used: 1) to assist advisors in improving performance, 2) to make staffing decisions for the advising program; and 3) to recognize and reward exceptional advisors. The current study was not used for any of these purposes because of the organizational structure of the system. That is, the study was carried out by the student affairs staff, and the locus of control for the advising system is within academic affairs. However, the questionnaires were blind-coded by advisor name so that the relationship of this variable to satisfaction could be determined even if not used for formative or summative purposes. Brock, Gardner, and Kramer (1978) found that the ratings of 10 advisees could provide reliable information on an advisor's

performance (p. 41). However, less than 10 advisees responded for any one advisor, so this variable was deleted entirely from the current study.

### Summary

Academic advising has been an important function in higher education since the Colonial colleges. Historically, it has been a function performed by the faculty. Although new methods of delivery (such as professional counselors, peer advisors, advisement centers, computer-assisted advising, and self-advisement) have been utilized, faculty participation in advising still dominates at four-year liberal-arts colleges. This faculty involvement is also true at the College of William and Mary which was the site for this study.

Academic advising has been recognized in the literature as a process which contributes to student development. Exploration of life goals and exploration of career goals have joined course selection in definitions of advising. Today's students also expect to learn skills in decision-making through the advising process. At the College of William and Mary, there has been disagreement between student affairs and academic affairs administrators about this student developmental approach to advising.

Three aspects in the literature were important to a study of student satisfaction with advising: perceptions of the current advising system, expectations for an ideal advising system, and congruence between these perceptions and expectations. In this study, perceptions, expectations, and congruence were considered for both faculty advisors and advisees. The literature pertaining to perceptions, expectations, and congruence has been reviewed in this chapter.

Also discussed in the current chapter were the questionnaires relevant to the study, the literature on the six dimensions of advising included in the study (academic planning and course scheduling, career planning, knowledge of academic regulations and of available resources, assistance in personal development, developmental advising relationship, and advisor style), and the literature reviewed on the independent variables which were investigated (sex of advisees, number of contacts with advisor in his office, length of advising sessions, teaching field of advisor/intended major of advisee, and residence hall assignment).

Chapter Three will discuss the methodology used in the study.

## Chapter Three

### Methodology

The methodology of this study will be examined in this chapter. First, the characteristics of the samples will be described. Second, the questionnaires will be presented; validity and reliability will also be discussed. Third, the research hypotheses from Chapter One will be examined in more detail as statistical hypotheses. Finally, the statistical methods used for analysis of the data will be described.

#### The Sampling

As explained in Chapter One, the purposes of this study were (1) to gather information on faculty advisor and advisee perceptions of the 1980-81 Freshman Advising Program at the College of William and Mary in Virginia, (2) to gather information on the faculty advisor and advisee expectations for an ideal freshman advising program, and (3) to determine the satisfaction level of the participants by analyzing the amount of congruence between their Total Expectation Scores and their Total Perception Scores. The samples for the study were those faculty advisors and advisees involved during the 1980-1981 Academic Year in the Freshman Advising Program at the College of William and Mary.

The advisee sample included all full-time residential freshman students who were enrolled for both semesters of the 1980-1981 Academic Year. Thus, the advisee sample excluded the following types of freshman students: 1) commuting Freshmen, 2) Freshmen who attended only Fall 1980

or Spring 1981, 3) transfer Freshmen who entered either semester, and 4) Freshmen who commuted a portion of either semester and were assigned to a residence hall after a semester began. These exceptions were made to control for 1) the difficulties that commuting students have for full participation in the Freshman Advising Program, 2) the limited exposure to the program by students attending just one semester, 3) the bias possible through comparison by transfer students of this advising system to another university's program of advising, and 4) the delay in full participation in the program by students assigned late to the residence halls.

The population of Freshmen from which the sample was taken can be described as follows. Approximately seventy percent of the Freshmen were from Virginia and thirty percent were from out-of-state; these percentages were required by a mandate from the Board of Visitors. In the August 1980 entering class of 1123 Freshmen, 528 students were men and 595 students were women. The mean total scores for the Scholastic Aptitude Test by sex and geographic residence were: 1184 (Virginia men), 1174 (Virginia women), 1213 (out-of-state men), 1247 (out-of-state women). The majority of students in the Freshman Class was from a middle-class or upper-middle-class background, was unmarried, and was 18 years old. The Class of 1984 was also predominately Caucasian. All Freshmen were required to live in College residence halls for Freshman students unless commuting from a relative's home. In addition, students were required to carry a minimum academic load of twelve credit hours each semester.

The population of Freshmen at the College of William and Mary, therefore, was representative of a highly selective, state-supported,

residential, liberal arts college. The population was homogeneous on the characteristics of age, family income, race, Scholastic Aptitude, Test Scores, and academic load. The sample of Freshmen for the study was obtained from computer listings provided by the Office of Residence Hall Life. Surveys were distributed and collected by Resident Assistants in the residence halls, for both the pilot study and the final study.

The faculty advisor sample excluded faculty advisors who served for only one semester in the Freshman Advising Program during the 1980-1981 Academic Year. This exclusion controlled for limited exposure to the program by one-semester advisors. The faculties of the College of William and Mary comprise five schools: Arts and Sciences, Business, Education, Law, and Marine Science. The Schools of Arts and Sciences, Business, and Education are responsible for undergraduate programs. Excluding visiting professors and research associates there were 422 faculty members on these three faculties who would have been eligible for faculty advising duties for first-year students during the year studied. Within this population there were 150 Professors (35.5%), 137 Associate Professors (32.5%), 75 Assistant Professors (17.8%), 19 Instructors (4.5%), and 41 Lecturers (9.7%). In addition, 74.2% of the 422 faculty members had attained doctoral degrees. There are twenty-one departments within the Faculty of Arts and Sciences.

During the 1980-1981 Academic Year there were 121 persons who served both semesters as faculty advisors. These faculty represented all three undergraduate schools and eighteen of the departments of Arts and Sciences. Within this group there were 46 Professors (38%), 51 Associate Professors (42.1%), 24 Assistant Professors (19.8%), and 1

Instructor (0.1%). Of the faculty advisors, 85.1% had attained doctoral degrees. In comparison to the undergraduate faculty-at-large, the faculty advisors, therefore, held more doctorates and included fewer in instructor or lecturer ranks.

Since the advisors for Freshmen were selected from tenure-track positions for the most part, these differences were expected. Faculty advising for Freshmen is residence-hall-based with no release time or special remuneration. Advisors are assigned in "teams" to the residence halls with usually nine or ten advisees per advisor.

The surveys for faculty advisors were distributed through the interdepartmental mail service and returned to the Office of the Associate Dean of Students for coding. A cover letter from the Associate Dean of Students was used. One reminder letter with a duplicate survey enclosed was sent to the faculty advisors.

#### The Questionnaires

Three factors were considered in design of the questionnaires for this study: 1) the specificity of the advising program to the College of William and Mary, 2) the need for parallel surveys for faculty advisor and advisee respondents, and 3) the ability of the surveys to measure both perceptions of the 1980-1981 advising program and expectations for an ideal advising program. As noted in Chapter Two, a number of existing surveys were reviewed, but none met all three of these criteria.

As a result, seven questionnaires were used as the pool of items for this study. Items from Crites (1974), Ohio Wesleyan University (1979), A. Peterson (1971), San Jose State University (1979), University of Nebraska-Lincoln (1979) and White (1970) were modified to a common format. Brady's (1978) items were used as a general reference for



representativeness of the content. In addition, several items were designed for the specific needs of the College of William and Mary program.

Once the Survey of Perceptions and Expectations (Freshmen) was completed, a parallel form for faculty advisors was designed. The faculty advisor survey was called the Survey of Perceptions and Expectations (Freshman Faculty Advisors). Each survey contained basic instructions for the respondent. Demographic data collected for the advisee survey were determined by a review of the literature and by the specific characteristics of the College of William and Mary program. For the student survey, the demographics collected were: sex (male or female), residence hall (Barrett, Botetourt, DuPont, Hunt/Tyler/Taliaferro, Jefferson, or Yates), approximate number of contacts with advisor in his/her office, average length of advising sessions (in minutes), intended major (Undecided, Humanities, Social Sciences, Sciences/Mathematics, Business, Education), teaching field of advisor (Humanities, Social Sciences, Sciences/Mathematics, Business, Education), and advisor name.

Demographic data collected for the faculty advisors were determined also by the literature review and by the specific needs of the institution. The demographics collected were: residence hall advising team (Barrett, Botetourt, DuPont, Jefferson, Hunt/Tyler/Taliaferro, or Yates), average number of contacts with each advisee in office, average number of contacts with each advisee outside the office, average length of advising sessions (in minutes), teaching field (Humanities, Social Sciences, Sciences/Mathematics, Business, Education), number of advisees, and sex (male or female).

Each instrument used a Likert-type scaling with four forced-choice response categories ranging from Strongly Agree to Strongly Disagree. Negatively worded items were randomly dispersed throughout the instrument to control for response bias. Weights for answers on positively phrased items were: 5=Strongly Agree, 4=Agree, 2=Disagree, and 1=Strongly Disagree. Weights for answers on negatively phrased items were: 1=Strongly Agree, 2=Agree, 4=Disagree, and 5=Strongly Disagree. Items which were left blank by a respondent were assumed to indicate indecisiveness and received a weight of three.

The survey for each type of respondent included sixty descriptive statements on advisor duties or characteristics. Each descriptive statement was responded to twice; on the left-hand side of the statement the respondent indicated the amount of agreement between the statement and the current advisor performance, while the response on the right side indicated the amount of agreement for an ideal advisor. The response for the current advisor indicated the respondent's perception of the advisor's performance during the 1980-1981 academic Academic Year. The response for an ideal advisor indicated the respondent's expectation for an ideal advising program. The formats for the questionnaires were as follows:

#### FRESHMEN

This statement describes  
my CURRENT advisor  
accurately:

This statement describes  
my IDEAL advisor  
accurately:

1. An advisor should discuss  
all possible academic options with  
me (study abroad, pass/fail, audit,  
summer school, etc.)

## FRESHMAN FACULTY ADVISORS

This statement describes  
my CURRENT performance  
as an advisor accurately:

This statement describes  
my concept of an IDEAL  
advisor accurately:

1. An advisor should discuss all  
possible academic options with  
advisees (study abroad, pass/  
fail, audit, summer school,  
etc.).

The parallel surveys were designed to measure the six dimensions of academic advising which have been reviewed in Chapter Two: academic planning and course scheduling, career planning, knowledge of academic regulations and of available resources, assistance in personal development, developmental advising relationship, and advisor style.

Twelve items were used to measure the dimension of academic planning and course scheduling. The subscale for career planning was composed of eight items. Knowledge of academic regulations and of available resources contained eight items. Eight items measured the dimension of assistance in personal development. Developmental advising relationship consisted of twelve items on the survey. Twelve items measured advisor style. The items for each dimension are shown in Appendix C.

The Survey of Perceptions and Expectations (Freshmen) was given to a pilot sample chosen randomly from the sample pool to check on the clarity of the items. The Survey of Perceptions and Expectations (Freshman Faculty Advisors) was also given to a pilot sample of 50 randomly chosen advisors for the Freshman Advising Program.

### Validity and Reliability of the Questionnaires

Validity for the surveys was established on the basis of content validity. The questionnaire items were modified items from six questionnaires used previously by other authors. A seventh questionnaire, which was copyrighted, was used as a further reference for content representativeness. In addition, the six dimensions which the items represent were selected on the basis of an extensive literature review.

The reliability of the survey instruments was determined by the use of a split-half reliability test with correction by the Spearman-Brown Formula. The survey items were paired by content and then even-numbered items were randomly assigned an order as even items on the questionnaire and odd-numbered items were treated similarly. For the pilot studies, the following reliability coefficients were achieved after correction by the Spearman-Brown Formula: Advisee Perceptions 0.974, Advisee Expectations 0.947, Faculty Advisor Perceptions 0.942, and Faculty Advisor Expectations 0.925. For the main studies, the following reliability coefficients were achieved after correction by the Spearman-Brown Formula: Advisee Perceptions 0.951, Advisee Expectations 0.893, Faculty Advisor Perceptions 0.860, and Faculty Advisor Expectations 0.841.

### Statistical Hypotheses

Each of the research hypotheses listed in Chapter One will be restated here with its related statistical hypotheses.

Research Hypothesis 1. There is no significant difference between advisee and advisor perceptions of the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 1a through 1f. The research hypothesis

is stated for each of the six dimensions of academic advising.

Research Hypothesis 2. There is no significant difference between advisee and advisor expectations for an ideal freshman advising program.

Statistical Hypotheses 2a through 2f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 3. There is no significant difference between advisee and advisor satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 3a through 3f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 4. There is no significant difference between male and female advisee perceptions of the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 4a through 4f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 5. There is no significant difference between male and female advisee expectations for an ideal freshman advising program.

Statistical Hypotheses 5a through 5f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 6. There is no significant difference between male and female advisee satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 6a through 6f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 7. There is no significant relationship between the approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 7a through 7f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 8. There is no significant difference between male and female advisees on the relationship between the approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 8a through 8f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 9. There is no significant relationship between average length of advising sessions and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 9a through 9f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 10. There is no significant difference between male and female advisees on the relationship between average length of advising sessions and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 10a through 10f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 11. There is no significant difference between field-congruent advisee and field-incongruent advisee satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 11a through 11f. The research

hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 12. There is no significant relationship between residence hall assignment and advisee satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypotheses 12a through 12f. The research hypothesis is stated for each of the six dimensions of academic advising.

Research Hypothesis 13. There is no significant relationship between advisor teaching field and advisor satisfaction with the 1980-1981 Freshman Advising Program.

Statistical Hypothesis 13a through 13f. The research hypothesis is stated for each of the six dimensions of academic advising.

### Analysis of Results

A series of calculations was made for advisees and for advisors as separate groups. Each group was examined on the six dimensions of academic advising which have been explained previously; any abbreviated name for the dimension, as used in the analysis of results tables, is given in parentheses below. See Appendix C for more details on the questionnaire items for each dimension. The calculations made were:

Perception Scores: based on the answers corresponding to perceptions of the 1980-1981 Freshman Advising Program.

- 1) Academic Planning and Course Scheduling (Academic Planning)  
= sum of the scores on questionnaire items 1, 3, 4, 10, 11, 24, 30, 37, 41, 54, 55, and 59.

- 2) Career Planning=sum of the scores on questionnaire items 6, 15, 16, 26, 39, 47, 51, and 58.
- 3) Knowledge of Academic Regulations and of Available Resources (knowledge)=sum of the scores on questionnaire items 5, 12, 20, 27, 28, 31, 33, and 60.
- 4) Assistance in Personal Development (Personal Development)=sum of the scores on questionnaire items 18, 23, 34, 35, 42, 45, 52, and 53.
- 5) Developmental Advising Relationship (Developmental Advising)=sum of the scores on questionnaire items 7, 9, 14, 21, 36, 38, 43, 44, 46, 49, 50, and 57.
- 6) Advisor Style=sum of the scores on questionnaire items 2, 8, 13, 17, 19, 22, 25, 29, 32, 40, 48, and 56.
- 7) Total Perception Score=sum of these scores on questionnaire items 1 through 60.

Expectation Scores: based on the answers corresponding to expectations for an ideal freshman advising program.

- 1) Academic Planning and Course Scheduling (Academic Planning)=sum of the scores on questionnaire items 1, 3, 4, 10, 11, 24, 30, 37, 41, 54, 55, and 59.
- 2) Career Planning=sum of the scores on questionnaire items 6, 15, 16, 26, 39, 47, 51, and 58.
- 3) Knowledge of Academic Regulations and of Available Resources (Knowledge)=sum of the scores on questionnaire items 5, 12, 20, 27, 28, 31, 33, and 60.
- 4) Assistance in Personal Development (Personal Development)=sum of the scores on questionnaire items 18, 23, 34, 35, 42, 45, 52, and



53.

5) Developmental Advising Relationship (Developmental Advising)=sum of the scores on questionnaire items 7, 9, 14, 21, 36, 38, 43, 44, 46, 49, 50, and 57.

6) Advisor Style=sum of the scores on questionnaire items 2, 8, 13, 17, 19, 22, 25, 29, 32, 40, 48, and 56.

7) Total Expectation Score=sum of these scores on questionnaire items 1 through 60. 100% Satisfaction=0.

Satisfaction Scores: based on the answers corresponding to expectations for an ideal freshman advising program minus the answers corresponding to perceptions of the 1980-1981 Freshman Advising Program.

1) Academic Planning and Course Scheduling (Academic Planning)=expectation score minus perception score on questionnaire items 1, 3, 4, 10, 11, 24, 30, 37, 41, 54, 55, and 59.

2) Career Planning=expectation score minus perception score on questionnaire items 6, 15, 16, 26, 39, 47, 51, and 58.

3) Knowledge of Academic Regulations and of Available Resources (Knowledge)=expectation score minus perception score on questionnaire items 5, 12, 20, 27, 28, 31, 33, and 60.

4) Assistance in Personal Development (Personal Development)=expectation score minus perception score on questionnaire items 18, 23, 34, 35, 42, 45, 52, and 53.

5) Developmental Advising Relationship (Developmental Advising)=expectation score minus perception score on questionnaire items 7, 9, 14, 21, 36, 38, 43, 46, 49, 50, and 57.

6) Advisor Style=expectation score minus perception score on

questionnaire items 2, 8, 13, 17, 19, 22, 25, 29, 32, 40, 48, and 56.

7) Total Satisfaction Score=sum of these scores on questionnaire items 1 through 60.

The thirteen research hypotheses stated in the previous section were each examined on the six dimensions of academic advising in the corresponding statistical hypotheses. A series of statistical tests was utilized to examine the relationships present. All statistical tests were completed through use of the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975) on an IBM 37158 computer.

#### Research Hypotheses One through Three

Research hypotheses one through three examine the differences between the advisee and advisor groups. The three hypotheses examine the perceptions of the 1980-1981 Freshman Advising Program, the expectations of an ideal freshman advising program, and satisfaction with the 1980-1981 Freshman Advising Program, respectively. Testing these hypotheses began by looking at each difference along the six dimensions of academic advising. The T-Test of Means was used to compare advisees and advisors on each aspect of difference.

#### Research Hypotheses Four through Six

Research hypotheses four through six examine the differences between male and female advisees. Hypothesis four examines perceptions of the 1980-1981 Freshman Advising Program; hypothesis five examines expectations for an ideal freshman advising program; hypothesis six examines satisfaction with the 1980-1981 Freshman Advising Program. Analysis began by dividing the advisee sample into two subgroups based

on sex. Analysis was then performed for each hypothesis on the six dimensions of academic advising. The T-Test of Means was used to examine differences between male and female advisees for each research hypothesis and its related statistical hypotheses.

#### Research Hypothesis Seven

The relationship between approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program is examined in research hypothesis seven. Analysis was begun by dividing the advisees into those who had one contact and those who had more than one contact. Pearson Correlation Coefficients were calculated for each subgroup of advisees on the six dimensions of academic advising to determine the relationship between approximate number of contacts and satisfaction.

#### Research Hypothesis Eight

Research hypothesis eight examines the difference between male and female advisees on the relationship between the approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program. Analysis was begun by dividing advisees into two subgroups based on sex. Then these subgroups were divided into those advisees having one contact and those advisees having more than one contact. A Pearson Correlation Coefficient was determined for each of the advising dimensions for each subgroup. Then a Fisher  $r$  to  $Z$  Transformation, as described by Hays and Winkler (1970), was calculated by hand for each Pearson Correlation Coefficient to determine the differences between male and female advisees.

#### Research Hypothesis Nine

The relationship between average length of advising sessions and advisee satisfaction with the 1980-1981 Freshman Advising Program is

examined in research hypothesis nine. Pearson Correlation Coefficients were calculated for each of the six advising dimensions to examine the relationships present.

#### Research Hypothesis Ten

Research hypothesis ten examines the difference between male and female advisees on the relationship between average length of advising sessions and advisee satisfaction with the 1980-1981 Freshman Advising Program. Analysis began by dividing the advisees into male and female subgroups. Next a Pearson Correlation Coefficient was calculated for each of the six dimensions of academic advising for each subgroup. Finally, a Fisher  $r$  to  $Z$  transformation was hand calculated for each Pearson Correlation Coefficient to determine the differences for male and female advisees.

#### Research Hypothesis Eleven

The difference between congruence of an advisee major and advisor teaching field and advisee satisfaction with the 1980-1981 Freshman Advising Program is examined in research hypothesis eleven. Calculation began with dividing the advisee group into field-congruent and field-incongruent subgroups. Then a T-Test of Means was calculated for each of the six academic dimensions for each subgroup to determine the difference between congruent and non-congruent groups on satisfaction.

#### Research Hypothesis Twelve

Research hypothesis twelve examines advisee satisfaction with the 1980-1981 Freshman Advising Program on the variable of advisee residence hall assignment. The hypothesis was analyzed through One-Way Analysis of Variance. In hypothesis twelve, calculation was begun by dividing advisees into six residence hall groups representing the six advising teams. One-Way Analysis of Variance calculated the relationship between

these residence hall teams and advisee satisfaction.

#### Research Hypothesis Thirteen

In research hypothesis thirteen, the relationship between advisor teaching field and advisor satisfaction with the 1980-1981 Freshman Advising Program is examined. Calculation was begun by dividing advisors into five subgroups based on advisor field. Because of the limited response from advisors in the business and education fields, these fields were excluded in one data set. One-Way Analysis of Variance was calculated to determine the relationship on each of the six academic advising dimensions between advisor teaching field and advisor satisfaction.

#### Overview

This chapter has discussed the sampling procedures, questionnaires used, validity and reliability, statistical hypotheses, and analysis of results. Chapter Four will discuss in detail the statistical test results and the null hypotheses. Chapter Five will discuss conclusions and will suggest areas for further study.

## Chapter Four

### Analysis of Results

The results of the statistical analyses which were described in Chapter Three are discussed in this chapter. The findings for each statistical hypothesis are presented, and then a discussion of these results concludes the chapter.

#### Statistical Hypotheses 1 through 13

##### Statistical Hypotheses 1a through 1f

In research hypothesis one and its related statistical hypotheses, the difference in the perceptions of the 1980-1981 Freshman Advising Program for advisors and advisees was examined for each of the six dimensions of academic advising:

H1 (Null) -- There is no significant difference between advisee and advisor perceptions of the 1980-1981 Freshman Advising Program. The test used for this hypothesis was the T-Test of Means. The data included 438 advisees and 42 advisors. The results of the analysis are indicated in Table 1.

-----  
Insert Table 1 Here  
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As shown in Table 1, six of the seven results were significant at the  $p < .01$  level. This indicates rejection of the null hypotheses for the dimensions of Academic Planning and Course Scheduling (Academic Planning), Knowledge of Academic Regulations and of Available Resources

TABLE 1

Results of T-Test Analysis for Advisee and  
Advisor Perceptions of the 1980-1981 Freshman Advising Program

Type of Perception Score	Means for Advisor <sup>1</sup>	Means for Advisees <sup>2</sup>	T-Value
Academic Planning	3.5258	2.8752	8.53**
Career Planning	2.9048	2.8545	0.49
Knowledge	4.1488	3.4697	5.83**
Personal Development	3.2381	2.6681	4.04**
Developmental Advising	3.2837	2.9507	4.05**
Advisor Style	3.7262	3.0881	6.69**
Total Perception	3.4712	2.9844	6.68**

Note. Mean values range from 1 to 5.

1 N = 42

2 N = 438

\* p < .05

\*\* p < .01

(Knowledge), Assistance in Personal Development (Personal Development), Developmental Advising Relationship (Developmental Advising), and Advisor Style, and for the Total Perception Score. As indicated by the means in Table 1, the advisees had a significantly less positive perception of the 1980-1981 Freshman Advising Program on each of these items than did the faculty advisors. There is no reason to reject the null hypothesis for the dimension of Career Planning.

#### Statistical Hypotheses 2a through 2f

The second research hypothesis and its related statistical hypotheses examined the expectations for an ideal freshman advising program to determine the difference between the advisors and the advisees for each of the six dimensions of academic advising:

H2 (Null) -- There is no significant difference between advisee and advisor expectations for an ideal freshman advising program. T-Tests of Means were used to determine the differences for this hypothesis. The data included 438 advisees and 42 advisors. The results for the test are shown in Table 2.

-----  
Insert Table 2 Here  
-----

As indicated in Table 2, five of the seven results were significant at the  $p < .01$  level. This indicates rejection of the null hypotheses for the dimensions of Academic Planning, Career Planning, Knowledge, and Developmental Advising, and for the Total Expectation Score. As shown by the means in Table 2, the advisees had significantly higher expectations for an ideal freshman advising program than did the faculty



TABLE 2

Results of T-Test Analysis for Advisee and  
Advisor Expectations for an Ideal Freshman Advising Program

Type of Expectation Score	Means for Advisors <sup>1</sup>	Means for Advisees <sup>2</sup>	T-Value
Academic Planning	3.8234	4.0759	3.37**
Career Planning	3.1190	3.9558	9.40**
Knowledge	4.5446	4.8085	3.04**
Personal Development	3.4881	3.6030	0.88
Developmental Advising	3.4901	3.7116	2.81**
Advisor Style	4.3056	4.4243	1.21
Total Expectation	3.7951	4.0965	4.45**

Note. Mean values range from 1 to 5.

1 N = 42

2 N = 438

\* p < .05

\*\* p < .01

advisors on each of these items. There is no reason to reject the null hypotheses for the dimensions of Personal Development and Advisor Style.

#### Statistical Hypotheses 3a through 3f

In research hypothesis three and its related statistical hypotheses, the difference in satisfaction level for advisors and advisees was examined for each of the six dimensions of academic advising:

H3 (Null) -- There is no significant difference between advisee and advisor satisfaction with the 1980-1981 Freshman Advising Program. These differences were tested by using T-Tests of Means. Responses from 438 advisees and 42 advisors were included in the study. The results of the analysis are indicated in Table 3.

-----  
 Insert Table 3 Here  
 -----

As shown in Table 3, all seven of the statistical results were significant at the  $p < .01$  level. Rejection of the null hypotheses is justified for all six dimensions (Academic Planning, Career Planning, Knowledge, Personal Development, Developmental Advising, and Advisor Style) and for the Total Satisfaction Score. As indicated by the means in Table 3, the level of satisfaction with the 1980-1981 Freshman Advising Program is significantly lower for the advisees than for the advisors.

#### Statistical Hypotheses 4a through 4f

The fourth research hypothesis and its related statistical hypotheses examined the difference between male and female advisees on perceptions of the 1980-1981 Freshman Advising Program for each of the six dimensions of academic advising:

TABLE 3

Results of T-Test Analysis for Advisee and  
Advisor Satisfaction with the 1980-1981 Freshman Advising Program

Type of Satisfaction Score	Means for Advisors	Means for <sup>2</sup> Advisees	T-Value
Academic Planning	0.2976	1.2007	14.26**
Career Planning	0.2143	1.1013	12.62**
Knowledge	0.3958	1.3388	10.33**
Personal Development	0.2500	0.9349	7.81**
Developmental Advising	0.2063	0.7608	11.92**
Advisor Style	0.5794	1.3362	9.02**
Total Satisfaction	0.3239	1.1121	14.36**

Note. 100% Satisfaction = 0

1 N = 42

2 N = 438

\* p < .05

\*\* p < .01

H4 (Null) -- There is no significant difference between male and female advisee perceptions of the 1980-1981 Freshman Advising Program.

The T-Test of Means was used to determine the differences in perceptions of the two groups. The data included 122 male respondents and 315 female respondents. The results are shown in Table 4.

-----  
Insert Table 4 Here  
-----

As indicated in Table 4, none of the statistical results proved significant. There is no reason to reject the null hypotheses for any of the dimensions of academic advising or for the Total Perception Score. As indicated by the means in Table 4, male and female advisees have similar perceptions of the 1980-1981 Freshman Advising Program.

#### Statistical Hypotheses 5a through 5f

In research hypothesis five and its related statistical hypotheses, the difference between male and female advisees on expectations for an ideal freshman advising program was examined for each of the six dimensions of academic advising:

H5 (Null) -- There is no significant difference between male and

female advisee expectations for an ideal freshman advising program.

The differences for the null hypotheses were tested by use of the T-Test of Means. The data included 122 male respondents and 315 female respondents. The results are indicated in Table 5.

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Insert Table 5 Here  
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TABLE 4

Results of T-Test Analysis for Male and Female  
 Advisee Perceptions of the 1980-1981 Freshman Advising Program

Type of Perception Score	Means for Males <sup>1</sup>	Means for Females <sup>2</sup>	T-Value
Academic Planning	2.9529	2.8415	1.39
Career Planning	2.8545	2.8512	0.04
Knowledge	3.6066	3.4135	1.75
Personal Development	2.7018	2.6500	0.59
Developmental Advising	2.9986	2.9310	1.04
Advisor Style	3.1954	3.0418	1.55
Total Perception	3.0516	2.9548	1.29

Note. Mean values range from 1 to 5.

1 N = 122

2 N = 315

\* p < .05

\*\* p < .01

TABLE 5

Results of T-Test Analysis for Male and Female  
 Advisee Expectations for an Ideal Freshman Advising Program

Type of Expectation Score	Means for Males <sup>1</sup>	Means for Females <sup>2</sup>	T-Value
Academic Planning	4.0294	4.0939	1.45
Career Planning	3.8699	3.9885	2.59**
Knowledge	4.7633	4.8270	1.82
Personal Development	3.5861	3.6099	0.26
Developmental Advising	3.7186	3.7093	0.19
Advisor Style	4.4221	4.4233	0.02
Total Expectation	4.0649	4.1086	1.19

Note. Mean values range from 1 to 5.

1 N = 122

2 N = 315

\* p < .05

\*\* p < .01

As shown in Table 5, the statistical results proved significant at the  $p < .01$  level only for the dimension of Career Planning. As indicated by the means in Table 5, the female advisees had significantly higher expectations for Career Planning for an ideal program than did the male advisees. There is no reason to reject the null hypotheses for the other dimensions of academic advising or for the Total Expectation Score. Male and female expectations were similar on those items.

#### Statistical Hypotheses 6a through 6f

The sixth research hypothesis and its related statistical hypotheses examined the difference in satisfaction level with the 1980-1981 Freshman Advising Program for male and female advisees for each of the six dimensions of academic advising:

H6 (Null) -- There is no significant difference between male and female advisee satisfaction with the 1980-1981 Freshman Advising Program.

T-Tests of Means were used to analyze the levels of difference. Included in the data were responses for 122 male advisees and 315 female advisees. The results are shown in Table 6.

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Insert Table 6 Here  
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As indicated in Table 6, only two of the results were significant at the  $p < .05$  level. The dimensions of Academic Planning and Knowledge resulted in higher satisfaction in males than in females, as indicated by the means in Table 6. There is no reason to reject the null hypotheses for the other dimensions or for the Total Satisfaction Score.

#### Statistical Hypotheses 7a through 7f

TABLE 6

Results of T-Test Analysis for Male and Female  
 Advisee Satisfaction with the 1980-1981 Freshman Advising Program

Type of Satisfaction Score	Means for Males <sup>1</sup>	Means for Females <sup>2</sup>	T-Value
Academic Planning	1.0765	1.2524	2.04*
Career Planning	1.0154	1.1373	1.35
Knowledge	1.1568	1.4135	2.15*
Personal Development	0.8842	0.9599	0.71
Developmental Advising	0.7199	0.7783	0.82
Advisor Style	1.2268	1.3815	1.45
Total Satisfaction	1.0133	1.1538	1.71

Note. 100% Satisfaction = 0.

1 N = 122

2 N = 315

\* p < .05

\*\* p < .01



In research hypothesis seven and its related statistical hypotheses, the relationship between approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program was examined for each of the six dimensions of academic advising:

H7 (Null) -- There is no significant relationship between the approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program.

The relationships were tested by the use of the Pearson Correlation. For data on all numbers of contacts, there were 438 respondents. In the repeat-visit subsample, there were 214 respondents who had more than one contact with the advisor. The results are indicated in Table 7.

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 Insert Table 7 Here  
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As shown in Table 7, the results were significant at the  $p < .01$  level for all the tests for both sets of data. When all advisees were included, the tests showed that the level of satisfaction decreased for the advisees as the number of visits increased. Since 224 of the advisees saw the advisor only once, these individuals were removed from the analysis to see what effect greater numbers of visits might have on the satisfaction level of the advisees. When the repeat-visit subsample was analyzed, the level of satisfaction still decreased for advisees as the number of visits increased. However, the negative relationship was less pronounced for repeat-visit students than when all number of visits were analyzed.

#### Statistical Hypotheses 8a through 8f

The eighth research hypothesis and its related statistical hypothe-

TABLE 7

Results of Pearson Correlation Analysis for Approximate Contacts  
in Office and Advisee Satisfaction with the 1980-1981  
Freshman Advising Program

Type of Satisfaction Score	Pearson Correlation Coefficient for All Numbers of Contacts	Pearson Correlation Coefficient for Contacts <sub>2</sub> Greater Than One
Academic Planning	-0.3386**	-0.2635**
Career Planning	-0.3184**	-0.2468**
Knowledge	-0.3280**	-0.2313**
Personal Development	-0.2219**	-0.2021**
Developmental Advising	-0.2915**	-0.2144**
Advisor Style	-0.3497**	-0.2307**
Total Satisfaction	-0.3632**	-0.2736**

1 N = 438  
2 N = 214  
\* p < .05  
\*\* p < .01

see examined the difference between male and female advisees on the relationship between approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program for each of the six dimensions of academic advising:

H8 (Null) -- There is no significant difference between male and female advisees on the relationship between the approximate number of contacts in the advisor's office and advisee satisfaction with the 1980-1981 Freshman Advising Program.

The  $r$  to  $Z$  Transformation was used to test these hypotheses. The data included 122 males and 315 females when all responses were used. When the repeat-visit subsample was considered, there were responses from 74 males and 139 females. The results are shown in Table 8.

-----  
 Insert Table 8 Here  
 -----

As indicated in Table 8, the differences between males and females on the relationship between approximate number of contacts and satisfaction were not significant on any of the items. There is no reason to reject the null hypotheses.

#### Statistical Hypotheses 9a through 9f

In research hypothesis nine and its related statistical hypotheses, the relationship between average length of advising session and satisfaction with the 1980-1981 Freshman Advising Program was examined for each of the six dimensions of academic advising:

H9 (Null) -- There is no significant relationship between average length of advising sessions and advisee satisfaction with the

TABLE 8

Results of  $r$  to  $Z$  Transformation Analysis for Male and Female  
 Advisees on Approximate Contacts in Office and Advisee Satisfaction  
 with the 1980-1981 Freshman Advising Program

Type of Satisfaction Score	$r$ to $Z$ Value for All Numbers of Contacts <sup>1</sup>	$r$ to $Z$ Value for Contacts Greater Than One <sup>2</sup>
Academic Planning	0.5478	0.7640
Career Planning	0.5822	0.2033
Knowledge	0.1551	0.6446
Personal Development	0.5432	-0.3431
Developmental Advising	-0.0409	-0.3738
Advisor Style	0.0316	-0.4059
Total Satisfaction	0.3176	1.5010

Note. .05 level = 1.961

- 1 N (male) = 122  
 N (female) = 315  
 2 N (male) = 74  
 N (female) = 139  
 \*  $p < .05$   
 \*\*  $p < .01$

#### 1980-1981 Freshman Advising Program.

The relationships were tested by use of the Pearson Correlation. The data included 438 advisees. The results are indicated in Table 9.

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Insert Table 9 Here  
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As shown in Table 9, the findings were significant at the  $p < .01$  level for all seven items. For each of the six dimensions of academic advising and for the Total Satisfaction Score, the level of satisfaction of the advisees decreased as the length of the advising session increased. These results justify rejection of the null hypotheses.

#### Statistical Hypotheses 10a through 10f

The tenth research hypothesis and its related statistical hypotheses examined the difference between male and female advisees on the relationship between average length of advising session and satisfaction with the 1980-1981 Freshman Advising Program for each of the six dimensions of academic advising:

H10 (Null) -- There is no significant difference between male and female advisees on the relationship between average length of advising sessions and advisee satisfaction with the 1980-1981 Freshman Advising Program.

The  $r$  to  $Z$  Transformation was used to test these differences. Data included 122 male respondents and 315 female respondents. Results are shown in Table 10.

-----  
Insert Table 10 Here  
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TABLE 9

Results of Pearson Correlation Analysis for the Relationship  
Between Average Length of Advising Session and Advisee<sup>1</sup> Satisfaction  
With the 1980-1981 Freshman Advising Program

Type of Satisfaction Score	Pearson Correlation Coefficient
Academic Planning	-0.2476**
Career Planning	-0.1552**
Knowledge	-0.2151**
Personal Development	-0.1435**
Developmental Advising	-0.1787**
Advisor Style	-0.2511**
Total Satisfaction	-0.2338**

1 N = 438  
\* p < .05  
\*\* p < .01

TABLE 10

Results of  $r$  to  $Z$  Transformation Analysis for Average Length  
of Advising Session and Male<sup>1</sup> and Female<sup>2</sup> Advisee Satisfaction  
with the 1980-1981 Freshman Advising Program

Type of Satisfaction Score	$r$ to $Z$ Transformation Value
Academic Planning	0.3565
Career Planning	0.5980
Knowledge	0.5144
Personal Development	-0.2479
Developmental Advising	-1.0399
Advisor Style	1.1671
Total Satisfaction	0.3138

Note. .05 level = 1.961

1 Males  $N = 122$

2 Females  $N = 315$

\*  $p < .05$

\*\*  $p < .01$

As indicated in Table 10, none of the results were significant. There is no reason to reject the null hypotheses. Male and female advisees were similar on the relationship between average length of advising sessions and satisfaction.

Statistical Hypotheses 11a through 11f

In research hypothesis eleven and its related statistical hypotheses, the difference between congruence of advisee's intended major with advisor's teaching field and advisee satisfaction with the 1980-1981 Freshman Advising Program was examined for each of the six dimensions of academic advising:

H11 (Null) -- There is no significant difference between field-congruent and field-incongruent advisee satisfaction with the 1980-1981 Freshman Advising Program.

The T-Test of Means was used to analyze the data. The data included 153 field-congruent advisees (that is, the area of the advisee's intended major was congruent with the area of his/her advisor's teaching field) and 285 field-incongruent advisees (that is, the area of the advisee's intended major was not congruent with the area of the advisor's teaching field). The results are indicated in Table 11.

-----

Insert Table 11 Here

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As shown in Table 11, congruence between the area of the advisor's teaching field and the area of the advisee's intended major was significant at the  $p < .05$  level only for the dimension of Knowledge. As indicated by the means in Table 11, field-congruent advisees were more satisfied than field-incongruent advisees on this dimension. There is



TABLE 11

Results of T-Test Analysis for Congruence of Advisee Major and  
 Advisor Teaching Field and Advisee<sup>1</sup> Satisfaction with  
 the 1980-1981 Freshman Advising Program

Type of Satisfaction Score	Means for Field- Congruent Advisees	Means for Field- Incongruent Advisees	T-Value
Academic Planning	1.1383	1.2342	1.18
Career Planning	1.0261	1.1417	1.35
Knowledge	1.1904	1.4184	1.98*
Personal Development	0.9077	0.9496	0.43
Developmental Advising	0.7119	0.7871	1.12
Advisor Style	1.2691	1.3722	1.04
Total Satisfaction	1.0406	1.1505	1.42

Note. 100% Satisfaction = 0

1 N = 438

\* p < .05

\*\* p < .01

no evidence to support rejection of the null hypotheses for any of the other dimensions of academic advising or for the Total Satisfaction Score.

#### Statistical Hypotheses 12a through 12f

The twelfth research hypothesis and its related statistical hypotheses examined the relationship between residence hall assignment and advisee satisfaction with the 1980-1981 Freshman Advising Program for each of the six dimensions of academic advising:

H12 (Null) -- There is no significant relationship between residence hall assignment and advisee satisfaction with the 1980-1981 Freshman Advising Program.

One-Way Analysis of Variance was used to test the relationships. The data included responses from 438 advisees. The results are shown in Tables 12 and 13.

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Insert Tables 12 and 13 Here  
-----

As indicated in Table 12, there were no significant test results for any of the dimensions of academic advising or for the Total Satisfaction Score. There is no evidence for rejecting the null hypotheses. Residence hall assignment did not significantly affect advisee satisfaction, as shown by the means in Table 13.

#### Statistical Hypotheses 13a through 13f

In research hypothesis thirteen and its related statistical hypotheses, the relationship between the area of the advisor teaching field and advisor satisfaction with the 1980-1981 Freshman Advising Program was examined for each of the dimensions of academic advising:

TABLE 12

Results of One-Way Analysis of Variance for Residence  
 Hall and Advisee<sup>1</sup> Satisfaction with the 1980-1981  
 Freshman Advising Program

Type of Satisfaction Score	F-Value
Academic Planning	0.573
Career Planning	0.618
Knowledge	0.632
Personal Development	0.912
Developmental Advising	0.600
Advisor Style	0.609
Total Satisfaction	0.583

1 N = 438  
 \* p < .05  
 \*\* p < .01

TABLE 13

Means for the One-Way Analysis of Variance for Residence Hall  
and Advisee Satisfaction with the 1980-1981 Freshman Advising Program

Type of Satisfaction Score	Residence Hall					
	B a r r e t t I	B o t t o m I	D u p o n t	J e f f e r e n c e	H I T U y a n t e r f e r e n c e	Y a t e s
Academic Planning	1.2845	1.1917	1.1582	1.2879	1.2154	1.1101
Career Planning	1.1189	1.0422	1.1591	1.2136	1.0884	1.0015
Knowledge	1.4070	1.4531	1.3371	1.3864	1.2683	1.1620
Personal Development	1.0198	0.9781	0.9242	0.9091	1.1006	0.7531
Developmental Advising	0.7551	0.8562	0.7719	0.7151	0.7785	0.6811
Advisor Style	1.4421	1.3302	1.3923	1.3182	1.3232	1.1852
Total Satisfaction	1.1712	1.1419	1.1238	1.1384	1.1291	0.9822

Note. 100% Satisfaction = 0

1	N = 82	4	N = 55	*	p < .05
2	N = 80	5	N = 41	**	p < .01
3	N = 99	6	N = 81		

H13 (Null) -- There is no significant relationship between advisor teaching field and advisor satisfaction with the 1980-1981 Freshman Advising Program.

One-Way Analysis of Variance was used to test the relationships. The original data included 42 advisors representing humanities, social sciences, natural science/mathematics, business, and education. In the analysis, business and education were excluded because of the limited numbers of respondents for these fields. The data for this selected-fields subsample included 37 advisors. The results are shown in Tables 14 and 15.

-----  
 Insert Tables 14 and 15 Here  
 -----

As indicated in Table 14, no significant results were achieved on any of the items. There is no evidence to support rejection of the null hypotheses when the selected-fields subsample is considered. As the means in Table 15 show, the advisors from the humanities, social sciences, and natural science/mathematics were similarly satisfied with the 1980-1981 Freshman Advising Program.

#### Other Analyses Performed

After analyses were performed for these thirteen research and statistical hypotheses, several additional hypotheses were developed to evaluate aspects which were not originally planned for analysis. This section of the chapter discusses these new hypotheses and the results of the statistical analyses. In keeping with the above format, these hypotheses are numbered beginning with fourteen.

#### Statistical Hypotheses 14a through 14f

In Hypothesis Seven, the approximate number of contacts in the

TABLE 14

Results of One-Way Analysis of Variance for Advisor Teaching  
Field and Advisor Satisfaction with the 1980-1981 Freshman  
Advising Program

Type of Satisfaction Score	F-Value for Selected Fields <sup>1</sup>
Academic Planning	2.327
Career Planning	2.057
Knowledge	0.476
Personal Development	1.745
Developmental Advising	1.769
Advisor Style	0.567
Total Satisfaction	2.116

1 Humanities, Social Sciences, and Natural Sciences/Mathematics  
N = 37

\* p < .05

\*\* p < .01

TABLE 15

Means for the One-Way Analysis of Variance for Advisor Teaching  
Field and Advisor Satisfaction with the 1980-1981 Freshman  
Advising Program

Type of Satisfaction	Advisor Teaching Field		
	Humanities <sup>1</sup>	Social Sciences <sup>2</sup>	Natural Sciences/ Mathematics <sup>3</sup>
Academic Planning	0.4010	0.3712	0.1333
Career Planning	0.2891	0.3409	0.0250
Knowledge	0.4375	0.4318	0.2625
Personal Development	0.4141	0.1023	0.1500
Developmental Advising	0.2396	0.2045	0.0917
Advisor Style	0.6510	0.4848	0.5167
Total Satisfaction	0.4054	0.3226	0.1965

Note. 100% Satisfaction = 0.

1 N = 16

2 N = 11

3 N = 10

\* p < .05

\*\* p < .01

advisor's office and advisee satisfaction were investigated; in Hypothesis Nine, the average length of advising session and advisee satisfaction were evaluated. It seemed likely that these two variables would have an interactive effect on advisee satisfaction with the 1980-1981 Freshman Advising Program. To test this combined effect, a new variable called Total Exposure to the Advisor (hereafter referred to as Total Exposure) was computed by multiplying average length of the advising session by the approximate number of contacts in the advisor's office.

The fourteenth research hypothesis and its related statistical hypotheses examined the total exposure time to the advisor and advisee satisfaction with the 1980-1981 Freshman Advising Program for each of the six dimensions of academic advising:

H14 (Null) -- There is no significant relationship between total exposure to the advisor and advisee satisfaction with the 1980-1981 Freshman Advising Program.

The relationships were tested by use of the Pearson Correlation. For data on all numbers of contacts, there were 438 respondents. In the one-visit subsample, there were 222 respondents. In the repeat-visit subsample, there were 214 respondents who had more than one contact with the advisor. The results are shown in Table 16.

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 Insert Table 16 Here  
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As indicated in Table 16, the results were significant at the  $p < .01$  level for all three sets of data for the dimensions of Academic Planning, Knowledge, Developmental Advising, and Advisor Style, and for



TABLE 16

Results of Pearson Correlation Analysis for Total Exposure  
to the Advisor and Advisee Satisfaction with the 1980-1981  
Freshman Advising Program

Type of Satisfaction Score	Pearson Correlation Coefficient for All Numbers of Contacts <sup>1</sup>	Pearson Correlation Coefficient for One Contact <sup>2</sup>	Pearson Correlation Coefficient for More than One Contact <sup>3</sup>
Academic Planning	-0.3486**	-0.2968**	-0.2750**
Career Planning	-0.3038**	-0.1097	-0.2750**
Knowledge	-0.3406**	-0.1097**	-0.2706**
Personal Development	-0.2357**	-0.1356*	-0.2263**
Developmental Advising	-0.3005**	-0.1724**	-0.2673**
Advisor Style	-0.3711**	-0.2552**	-0.3081**
Total Satisfaction	-0.3717**	-0.2289**	-0.3266**

1 N = 438

2 N = 222

3 N = 214

\* p < .05

\*\* p < .01

the Total Satisfaction Score. The rejection of the null hypothesis is justified for these findings. The dimension of Career Planning showed results significant for the  $p < .01$  level for the data sets for all numbers of contacts and for repeat visits. Therefore, the null hypothesis may be rejected for these two data sets, but not for the data set of one visit. The dimension of Personal Development showed significant results at the  $p < .01$  level for the data set for all contacts and for the repeat-visit data set, and showed significant results for the one-visit data set at the  $p < .05$  level. Thus, the null hypothesis may be rejected for the dimension of Personal Development. The variable of total exposure reaffirmed the decrease in satisfaction which was reported in Tables 7 and 9 for the separate variables of approximate number of contacts and average length of advising session. Again, advisees with repeat visits had a less pronounced negative relationship than advisees for all numbers of visits. Advisees with repeat visits, however, showed a stronger negative relationship than advisees with one visit, except on the dimension of Academic Planning. Thus, the ameliorating effect of more visits which seemed to exist on the surface for approximate number of contacts in Hypothesis 7 was a masking of the impact because a comparison between single and repeat visits was not possible. Through the variable of Total Exposure, we can see that the decrease in satisfaction is consistent as the number of visits increases.

#### Statistical Hypotheses 15a through 15f

Next, the combined variable of Total Exposure, as explained in Statistical Hypotheses 14a through 14f, was analyzed for differences by sex. In research hypothesis fifteen and its related statistical hypotheses, the difference between male and female advisees on the

relationship between total exposure to the advisor and advisee satisfaction with the 1980-1981 Freshman Advising Program was examined for each of the six dimensions of academic advising:

H15 (Null) -- There is no significant relationship between total exposure to the advisor and male and female advisee satisfaction with the 1980-1981 Freshman Advising Program.

The  $r$  to  $Z$  Transformation was used to test these hypotheses. The data included 122 males and 315 females when all numbers of contacts were examined. In the one-visit subsample, 48 males and 174 females were among the respondents. When the repeat-visit subsample was considered, 74 males and 139 females responded. The results are indicated in Table 17.

-----  
 Insert Table 17 Here  
 -----

As shown in Table 17, the differences between males and females on the relationship between total exposure to the advisor and satisfaction were not significant on any of the items. There is no reason to reject the null hypotheses.

#### Statistical Hypotheses 16a through 16f

In Hypothesis Thirteen above, the relationship between advisor teaching field and advisor satisfaction was examined. It seemed likely that the relationship between advisor teaching field and advisee satisfaction might also be important to the analysis of the data.

The sixteenth research hypothesis and its related statistical hypotheses examined the relationship between advisor teaching field and

TABLE 17

Results of  $r$  to  $Z$  Transformation Analysis for Total Exposure  
to the Advisor and Male and Female Satisfaction with the  
1980-1981 Freshman Advising Program

Type of Satisfaction Score	$r$ to $Z$ Value for All Numbers of Visit	$r$ to $Z$ Value for One Visit	$r$ to $Z$ Value for More than One Visit
Academic Planning	0.9660	0.3240	0.8774
Career Planning	0.8556	0.1248	0.8106
Knowledge	0.8467	0.3452	0.5942
Personal Development	0.2912	-0.7108	0.1170
Developmental Advising	-0.3968	-0.6064	-0.2971
Advisor Style	1.7584	-0.2428	0.7252
Total Satisfaction	-0.5348	0.9570	-1.6791

Note. .05 level = 1.961

1 N (male) = 122  
N (female) = 315

2 N (male) = 48  
N (female) = 174

3 N (male) = 74  
N (female) = 139

\*  $p < .05$

\*\*  $p < .01$

advisee satisfaction with the 1980-1981 Freshman Advising Program for each of the six dimensions of academic advising:

H16 (Null) -- There is no significant relationship between advisor teaching field and advisee satisfaction with the 1980-1981 Freshman Advising Program.

One-Way Analysis of Variance was used to test the relationships. The data included 435 advisees for the sample which considered all advisor teaching fields (humanities, social sciences, natural sciences/mathematics, business, and education). Because of the small numbers of advisees with advisors in business or education, a subsample of selected advisor teaching fields (humanities, social sciences, and natural sciences/mathematics) was examined and included 388 respondents. The results are shown in Tables 18 and 19.

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 Insert Tables 18 and 19 Here  
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As indicated in Table 18, the results were significant at the  $p < .01$  level for all of the dimensions and for the Total Satisfaction Score for both sets of data. Rejection of the null hypotheses is justified by these results. As indicated by the means in Table 19, advisees were most satisfied if their advisors were in the social sciences except on the dimensions of Career Planning and Knowledge. On the dimension of Career Planning, the advisees with advisors in the natural sciences/mathematics were most satisfied with their advising. On the dimension of knowledge, advisees with advisors in education were most satisfied when all fields were considered; advisees with advisors in the social sciences were most satisfied when selected fields were considered.

TABLE 18

Results of One-Way Analysis of Variance for Advisor Teaching  
Field and Advisee Satisfaction with the 1980-1981  
Freshman Advising Program

Type of Satisfaction Score	F-Value for All Fields <sup>1</sup>	F-Value for Selected Fields <sup>2</sup>
Academic Planning	3.713**	6.654**
Career Planning	7.058**	13.334**
Knowledge	4.271**	7.080**
Personal Development	3.231**	5.513**
Developmental Advising	4.314**	6.917**
Advisor Style	5.085**	7.058**
Total Satisfaction	5.493**	9.298**

- 1 Humanities, Social Sciences, Natural Sciences/Mathematics,  
Business, and Education N=435  
2 Humanities, Social Sciences, Natural Sciences/Mathematics N=388  
\*  $p < .05$   
\*\*  $p < .01$

TABLE 19

Means for the One-Way Analysis of Variance for Advisor Teaching  
Field and Advisee Satisfaction with the 1980-1981  
Freshman Advising Program

Type of Satisfaction Score	Advisor Teaching Field				
	Humanities <sup>1</sup>	Social Sciences <sup>2</sup>	Natural Sciences/ Mathematics <sup>3</sup>	Business <sup>4</sup>	Education <sup>5</sup>
Academic Planning	1.3926	1.0345	1.1647	1.3889	1.1474
Career Planning	1.4180	0.9962	0.9301	1.1071	0.9615
Knowledge	1.6494	1.1400	1.2283	1.6488	1.1106
Personal Development	1.1133	0.7068	0.9498	1.2202	0.8798
Developmental Advising	0.9225	0.6134	0.7277	1.0040	0.6891
Advisor Style	1.5124	1.0627	1.3917	1.8373	1.2083
Total Satisfaction	1.3347	0.9256	1.0654	1.3677	0.9995

Note. 100% Satisfaction = 0

1 N = 128

2 N = 133

3 N = 127

4 N = 21

5 N = 26

\* p < .05

\*\* p < .01

Because of the small number of advisees with advisors in education, the results for the data set for all fields may reflect the small cell size rather than a true reading on this dimension.

### Discussion

The results of the analysis for the first research hypothesis and its related statistical hypotheses are summarized in Figure 2 with the results for Hypotheses Two and Three.

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 Insert Figure 2 Here  
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The analysis supported the rejection of the null hypotheses on six of the seven items: Academic Planning, Knowledge, Personal Development, Developmental Advising, Advisor Style, and Total Perception Score. The results for each of these items were significant at the  $p < .01$  level. The results for the dimension of Career Planning were not significant; the null hypothesis is retained on this dimension of academic advising.

An examination of the means for Hypothesis One in Table 1 shows that on these six significant items the advisee perceptions of the 1980-1981 Freshman Advising Program were less favorable than those of the advisors. It is also interesting to note that there were some differences between advisors and advisees concerning which dimensions were perceived as occurring most frequently in advising. Both groups perceived knowledge as the dimension which was emphasized most in advising. Advisor Style was perceived as second in emphasis by both groups. For advisees, developmental advising ranked number three, academic planning ranked number four, career planning ranked number



FIGURE 2

## SUMMARY OF THE T-TEST ANALYSIS FOR HYPOTHESES ONE THROUGH THREE

Type of Score	Rank for Advisors	Rank for Advisees	Significance Level	Null Hypothesis Rejected
Perception				
Academic Planning	3	4	0.000	yes
Career Planning	6	5	0.624	no
Knowledge	1	1	0.000	yes
Personal Development	5	6	0.000	yes
Developmental Advising	4	3	0.000	yes
Advisor Style	2	2	0.000	yes
Total	-	-	0.000	yes
Expectation				
Academic Planning	3	3	0.002	yes
Career Planning	6	4	0.000	yes
Knowledge	1	1	0.004	yes
Personal Development	5	6	0.382	no
Developmental Advising	4	5	0.007	yes
Advisor Style	2	2	0.233	no
Total	-	-	0.000	yes
Satisfaction				
Academic Planning	4	4	0.000	yes
Career Planning	2	3	0.000	yes
Knowledge	5	6	0.000	yes
Personal Development	3	2	0.000	yes
Developmental Advising	1	1	0.000	yes
Advisor Style	6	5	0.000	yes
Total	-	-	0.000	yes

five, and personal development ranked number six. For the advisors, however, academic planning ranked third, developmental advising ranked fourth, personal development ranked fifth, and career planning ranked sixth,

Thus, the advisees and advisors were not only incongruent in their perceptions on each item in the advising program, they were also incongruent in their perceptions of which aspects of the advising program were most prevalent. Both groups felt that the knowledge of the advisor was the most frequently stressed aspect of the Freshman Advising Program and that Advisor Style was the next most emphasized aspect. Both the students and the advisors perceived that the advisors were stressing Knowledge of Academic Regulations and of Available Resources and Advisor Style. Advisors perceived their performance as more adequate in the area of Academic Planning and Course Scheduling than the advisees perceived it. Advisors felt that they were performing less often in the area of Developmental Advising Relationship than the students felt they were. Students, therefore, felt more positively about the equality in the relationship than the advisors did. Students perceived the Career Planning aspects of the relationship as being slightly more available than the advisors, but the difference between them was not significant on this item. Students perceived Assistance in Personal Development as less frequent than the advisors.

The results of the analysis for the second research hypothesis and its related statistical hypotheses are also summarized in Figure 2. The analysis supported the rejection of the null hypotheses on five of the seven tests: Academic Planning, Career Planning, Knowledge, Developmental Advising, and Total Expectation Score. The results for each of

these tests were significant at the  $p < .01$  level. The dimensions of Personal Development and Advisor Style were not significant; the null hypotheses are retained on these dimensions of academic advising.

An examination of the means for Hypothesis Two in Table 2, shows that on these five significant items the advisee expectations for an ideal freshman advising program were greater than those of the advisors. It is interesting to note again that there were some differences between advisors and advisees concerning which dimensions were most important to an ideal program. Both groups ranked Knowledge as the most important aspect of advising, Advisor Style as second most important, and Academic Planning as third most important. For advisees, Career Planning was next in importance, then Developmental Advising Relationship, and finally Personal Development. For advisors, Developmental Advising Relationship ranked fourth, Personal Development ranked fifth, and Career Planning ranked sixth.

Thus, advisees expected much more assistance on Career Planning than advisors planned to give. This difference may reflect national trends: among students finding a job upon graduation is of primary concern while among faculty at a prestigious liberal arts college learning is often more important than the marketplace. Advisors were more concerned with the equality of the advising relationship and with assistance to the advisees in personal development than the advisees were. This may reflect faculty debate on the College of William and Mary campus as to whether advisors should be more holistic in their view of students. Advisors, as a result, may have been much more conscious of these two dimensions than the advisees.

The results of the analysis for the third research hypothesis and its related statistical hypotheses are also summarized in Figure 2. The analysis supported the rejection of the null hypotheses on all seven of the tests. The results were significant at the  $p < .01$  level.

An examination of the means for Hypothesis Three in Table 3 shows that on each item the advisee satisfaction level with the 1980-1981 Freshman Advising Program was significantly lower than that of the advisors. Again, the advisees and advisors were not only incongruent on their levels of satisfaction for each item, but also disagreed on their areas of satisfaction. Both groups were most satisfied with the Developmental Advising Relationship. This is not surprising since neither group had very high expectations for this dimension. Next, the advisors were satisfied with the assistance they were giving advisees on Career Planning. The advisors ranked their Assistance in Personal Development as their third most successful area. The area of Academic Planning and Course Scheduling was the advisors' fourth highest in satisfaction. They were less satisfied with their knowledge of Academic Regulations and of Available Resources and ranked themselves as fifth in this area. They saw themselves as least satisfied with their style as advisors. On the other hand, the advisees were more satisfied with the advisors' Assistance in Personal Development and ranked it as second in satisfaction. The advisees were less satisfied with assistance in Career Planning than were the advisors and ranked it as third most successful. Both groups agreed on the ranking of Academic Planning in the tests. Advisees found the style of the advisors to be lacking, but not as much as their Knowledge of Academic Regulations and of Available Resources.

These findings echo many of the comments heard from students about the Freshman Advising Program. Students often state that their advisors are not interested in them and complain bitterly about the advisors' lack of knowledge concerning the academic regulations and available resources on campus. Because the students had lower expectations for the developmental aspects of the advising relationship, for assistance in their personal development, and for career planning, they were basically satisfied with what was made available in these areas. Because their expectations for Academic Planning, Advisor Style, and Knowledge were high, they were more dissatisfied when these areas of their advising did not meet their criteria.

The results of the analysis for the fourth research hypothesis and its related statistical hypotheses are summarized with Hypotheses Five and Six in Figure 3.

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 Insert Figure 3 Here  
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The analysis did not support the rejection of the null hypothesis on any of the tests. Male and female advisees had similar perceptions of the Freshman Advising Program. As shown by the means in Table 4, the males had more favorable perceptions than the females on each test, but these perceptions were not significantly higher.

The results of the analysis for the fifth research hypothesis and its related statistical hypotheses are also summarized in Figure 3. The analysis supported the rejection of the null hypothesis only on the dimension of Career Planning. The female advisees had significantly greater expectations for career planning in advising than did male

FIGURE 3

## SUMMARY OF THE T-TEST ANALYSIS FOR HYPOTHESES FOUR THROUGH SIX

Type of Score	Rank for Males	Rank for Females	Significance Level	Null Hypothesis Rejected
Perception				
Academic Planning	4	5	0.167	no
Career Planning	5	4	0.968	no
Knowledge	1	1	0.081	no
Personal Development	6	6	0.555	no
Developmental Advising	3	3	0.293	no
Advisor Style	2	2	0.122	no
Total	-	-	0.197	no
Expectation				
Academic Planning	3	3	0.149	no
Career Planning	4	4	0.010	yes
Knowledge	1	1	0.071	no
Personal Development	6	6	0.792	no
Developmental Advising	5	5	0.849	no
Advisor Style	2	2	0.982	no
Total	-	-	0.235	no
Satisfaction				
Academic Planning	4	4	0.048	yes
Career Planning	3	3	0.179	no
Knowledge	5	6	0.032	yes
Personal Development	2	2	0.480	no
Developmental Advising	1	1	0.412	no
Advisor Style	6	5	0.149	no
Total	-	-	0.088	no

advisees. This difference in expectations may reflect the expansion of career options for women and the resulting necessity for career decisions by women which have occurred in society in recent years. Male advisees are accustomed to this type of decision-making through the roles expected of them; female advisees, on the other hand, are being asked to choose roles for which they have not been prepared.

The results of the analysis for the sixth research hypothesis and its related statistical hypotheses are also summarized in Figure 3. The analysis supported rejection of the null hypotheses only for the dimensions of Academic Planning and Knowledge. The results on these two dimensions were significant at the  $p < .05$  level.

The female advisees had significantly less satisfaction than the male advisees on these two dimensions. These results might reflect the career concerns which were noted above. Academic Planning and Course Scheduling would be important in reaching later career goals. If the female advisees do not feel that the advisor is able to satisfy them adequately on this dimension, then they may feel frustration in not being able to achieve a level of progress towards a career decision or goal. Likewise, confidence in the advisor's Knowledge of Academic Regulations and of Available Resources on the campus would be important in making career choices and in determining available options. Thus, both of these areas of lower satisfaction for the female advisees may reflect the greater expectation they have for Career Planning than the male advisees.

The results of the analysis for the seventh research hypothesis and its related statistical hypotheses are given in Figure 4.

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Insert Figure 4 Here  
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Two sets of data were used for the analysis; one set included all advisees and the second set included advisees who had repeat visits. The analysis supports the rejection of the null hypotheses for both sets of data on all of the items. The results were significant at the  $p < .01$  level. The advisee level of satisfaction decreased as the number of visits to the advisor's office increased.

This result is very surprising in light of the literature reviewed in Chapter Two. One would expect, from the literature, that satisfaction would increase as the numbers of visits increased. When all students were considered, the negative relationship was greater for all items than when only the repeat-visit students were considered. On the surface, greater numbers of visits seemed to have ameliorated the negative impact on satisfaction. However, because of the inability to analyze the one-visit data set due to the nature of correlation analysis, the actual level of dissatisfaction in the repeat-visit group would have been misread if it were compared only to the all-visit group. The discussion below for Total Exposure elaborates on the interpretation of the data in Hypothesis Seven.

The results of the analysis for the eighth research hypothesis and its related statistical hypotheses are summarized in Figure 5.

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Insert Figure 5 Here  
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FIGURE 4

## SUMMARY OF THE PEARSON CORRELATION ANALYSIS FOR HYPOTHESIS SEVEN

Type of Score	Signifi- cance Level	Null Hypo- thesis Rejected
Academic Planning		
All Visits	0.000	yes
Repeat Visits	0.000	yes
Career Planning		
All Visits	0.000	yes
Repeat Visits	0.000	yes
Knowledge		
All Visits	0.000	yes
Repeat Visits	0.001	yes
Personal Development		
All Visits	0.000	yes
Repeat Visits	0.003	yes
Developmental Advising		
All Visits	0.000	yes
Repeat Visits	0.002	yes
Advisor Style		
All Visits	0.000	yes
Repeat Visits	0.001	yes
Total Satisfaction		
All Visits	0.000	yes
Repeat Visits	0.000	yes

FIGURE 5

SUMMARY OF THE  $r$  TO  $z$  TRANSFORMATION ANALYSIS FOR HYPOTHESIS EIGHT

Type of Score	Transformation Value	Null Hypothesis Rejected
Academic Planning		
All Visits	0.5478	no
Repeat Visits	0.7640	no
Career Planning		
All Visits	0.5822	no
Repeat Visits	0.2033	no
Knowledge		
All Visits	0.1551	no
Repeat Visits	0.6446	no
Personal Development		
All Visits	0.5432	no
Repeat Visits	-0.3431	no
Developmental Advising		
All Visits	-0.0409	no
Repeat Visits	0.3738	no
Advisor Style		
All Visits	0.0316	no
Repeat Visits	-0.4059	no
Total Satisfaction		
All Visits	0.3176	no
Repeat Visits	0.0000	no

Note. .05 level = 1.961

None of the results were significant. Male and female advisees showed no differences in the relationship between contacts in the advisor's office and satisfaction with their advising.

The results of the analysis for the ninth research hypothesis and its related statistical hypotheses are summarized in Figure 6.

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 Insert Figure 6 Here  
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The analysis supported the rejection of the null hypotheses for all seven of the items. The results were significant at the  $p < .01$  level.

The longer the advisee spent with the advisor, the less satisfied he/she was with the advising program on every one of the dimensions. Again, this result is surprising in light of the literature reviewed in Chapter Two. One possible explanation may be that the expectations of the advisor and advisee were so greatly different as well as their perceptions that length alone could not create a positive outcome. Or it may be that advisees who stayed longer had personal characteristics or additional problems which would cause them to be less satisfied with the results of advising than the students who stayed for shorter periods of time or who did not return.

The results of the analysis for the tenth research hypothesis and its related statistical hypotheses are summarized in Figure 7.

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 Insert Figure 7 Here  
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None of the results of the analysis were significant. There was no evidence to reject the null hypotheses. Male and female advisees were

FIGURE 6

## SUMMARY OF THE PEARSON CORRELATION ANALYSIS FOR HYPOTHESIS NINE

Type of Score	Significance Level	Null Hypothesis Rejected
Academic Planning	0.000	yes
Career Planning	0.001	yes
Knowledge	0.000	yes
Personal Development	0.003	yes
Developmental Advising	0.000	yes
Advisor Style	0.000	yes
Total Satisfaction	0.000	yes

FIGURE 7

SUMMARY OF  $t$  TO  $Z$  TRANSFORMATION ANALYSIS FOR HYPOTHESIS TEN

Type of Score	Transformation Level	Null Hypothesis Rejected
Academic Planning	0.3565	no
Career Planning	0.5980	no
Knowledge	0.5144	no
Personal Development	-0.2479	no
Developmental Advising	-1.0399	no
Advisor Style	1.1671	no
Total Satisfaction	0.3138	no

Note. .05 level = 1.961

similarly satisfied with their advising programs no matter what the length of the advising session was.

The results of the analysis for the eleventh research hypothesis and its related statistical hypotheses are summarized in Figure 8.

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Insert Figure 8 Here

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The analysis supported the rejection of the null hypothesis only for the dimension of Knowledge. This dimension was significant at the  $p < .05$  level. Field-congruent advisees were more satisfied on the dimension of Knowledge than field-incongruent advisees. This finding is in keeping with the most frequent complaint of advisees about the program which is that their advisors are not knowledgeable about the field in which they intend to major and, therefore, cannot answer many of their questions. Two of the frequent arguments made by advisors who wish to advise only advisees in their teaching fields is that the advisees need early academic planning to reflect their intended major and that they need advisors who can help them to plan for their careers. It is surprising, therefore, that Career Planning and Academic Planning do not also show significant differences. The lack of significance in either of these two dimensions may be explained because the advisees considered Career Planning of lower priority as seen in above analyzes and because the Academic Planning for the first two years deals primarily with general distribution and proficiency requirements. Thus, as long as the advisor can answer basic questions about the potential major, that is enough at this point.

FIGURE 8

## SUMMARY OF THE T-TEST ANALYSIS FOR HYPOTHESIS ELEVEN

Type of Score	Significance Level	Null Hypothesis Rejected
Academic Planning	0.240	no
Career Planning	0.177	no
Knowledge	0.049	yes
Personal Development	0.671	no
Developmental Advising	0.262	no
Advisor Style	0.301	no
Total Satisfaction	0.157	no

The results of the analysis for the twelfth research hypothesis and its related statistical hypotheses are summarized in Figure 9.

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Insert Figure 9 Here

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None of the tests proved significant. Therefore, there is no evidence to support the rejection of the null hypotheses for any of the items. Advisee satisfaction was similar for all of the residence-hall-based advising teams.

The results of the analysis for the thirteenth research hypothesis and its related statistical hypotheses are summarized in Figure 10.

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Insert Figure 10 Here

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The analysis does not support rejection of the null hypothesis for any of the items. Advisor satisfaction was similar for all three fields which were evaluated.

The results of the analysis for the fourteenth research hypothesis and its related statistical hypotheses are summarized in Figure 11.

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Insert Figure 11 Here

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The analysis was divided into all numbers of visits with the advisors, one visit with the advisor, and repeat-visits with the advisor. For the data set which included all numbers of visits with the advisors, the analysis supports rejection of the null hypotheses for all six of the dimensions of academic advising and for the Total Satisfaction Score.



FIGURE 9

## SUMMARY OF THE ONE-WAY ANALYSIS OF VARIANCE FOR HYPOTHESIS TWELVE

Type of Score	Significance Level	Null Hypothesis Rejected
Academic Planning	0.7209	no
Career Planning	0.6864	no
Knowledge	0.6757	no
Personal Development	0.4727	no
Developmental Advising	0.7000	no
Adviser Style	0.6934	no
Total Satisfaction	0.7127	no

FIGURE 10

## SUMMARY OF THE ONE-WAY ANALYSIS OF VARIANCE FOR HYPOTHESIS THIRTEEN

Type of Score	Significance Level	Null Hypothesis Rejected
Academic Planning	0.1130	no
Career Planning	0.1435	no
Knowledge	0.6252	no
Personal Development	0.1900	no
Developmental Advising	0.1858	no
Advisor Style	0.5726	no
Total Satisfaction	0.1361	no

FIGURE 11

## SUMMARY OF THE PEARSON CORRELATION ANALYSIS FOR HYPOTHESIS FOURTEEN

Type of Score	Significance Level	Null Hypothesis Rejected
Academic Planning		
All Visits	0.000	yes
One Visit	0.000	yes
Repeat Visits	0.000	yes
Career Planning		
All Visits	0.000	yes
One Visit	0.103	no
Repeat Visits	0.000	yes
Knowledge		
All Visits	0.000	yes
One Visit	0.004	yes
Repeat Visits	0.000	yes
Personal Development		
All Visits	0.000	yes
One Visit	0.044	yes
Repeat Visits	0.001	yes
Developmental Advising		
All Visits	0.000	yes
One Visit	0.010	yes
Repeat Visits	0.000	yes
Advisor Style		
All Visits	0.000	yes
One Visit	0.000	yes
Repeat Visits	0.000	yes
Total Satisfaction		
All Visits	0.000	yes
One Visit	0.001	yes
Repeat Visits	0.000	yes

These results were significant at the  $p < .01$  level. For the subsample of advisees with just one visit to the advisor, the null hypotheses are rejected for the dimensions of Academic Planning, Knowledge, Personal Development, Developmental Advising, and Advisor Style and for the Total Satisfaction Score. These results were significant at the  $p < .01$  level for each item except Personal Development which was significant at the  $p < .05$  level. There is no evidence to reject the null hypothesis on Career Planning in this subsample. For the subsample of advisees with repeated visits to the advisors, the analysis supports rejection of the null hypotheses for all six of the dimensions of academic advising and for the Total Satisfaction Score. These results were significant at the  $p < .01$  level.

In comparing the results for all numbers of visits on the variable of Total Exposure with the results for all numbers of visits on the variable of approximate number of contacts, it is readily apparent that the combined variable of Total Exposure had a greater negative relationship except on the dimension of Career Planning. The increased relationship found in combining the two variables supports the previous finding that satisfaction decreases as exposure to the advisor increases. The exception for Career Planning may indicate that career issues are given more attention if the exposure is increased.

In comparing the results for more than one visit on the variable of Total Exposure with the results for more than one visit on the variable of approximate number of contacts, it is again readily apparent that the variable of Total Exposure increases the relationship between dissatisfaction and number of visits. It is interesting to note that Career Planning does not lessen in dissatisfaction with more visits. This

suggests that the large number of advisees who visit only once may influence the all visits analysis.

When comparing the results on the variable of Total Exposure with the variable of length, the dissatisfaction was greater in the combined variable than on the separate variable of length for all visits and for repeat visits. For one visit, Total Exposure shows greater dissatisfaction only for Academic Planning and Advisor Style. These findings suggest that length alone may be influential when one visit takes place, but that when repeat visits are considered the length alone cannot overcome the dissatisfaction.

Thus, even if one looks at a combination of variables such as length of session and number of visits, the advising is still less satisfactory the more that the advisee uses the advisor. As discussed in the previous sections on Hypothesis Seven and Hypothesis Nine, the results of this analysis may be indicative of the fact that advisees and advisors are dissonant in their expectations and their perceptions and this dissonance results in continued dissatisfaction. Or it may be the result of the problems and personal characteristics of the types of advisees who seek more or longer visits.

The results of the analysis for the fifteenth research hypothesis and its related statistical hypotheses are summarized in Figure 12.

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 Insert Figure 12 Here  
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The analysis did not support rejection of the null hypotheses on any of the academic dimensions or on the Total Satisfaction Score. Male and female advisees showed the same increase in dissatisfaction as exposure

FIGURE 12

SUMMARY OF THE  $r$  TO  $z$  TRANSFORMATION ANALYSIS FOR HYPOTHESIS FIFTEEN

Type of Score	Transformation Level	Null Hypothesis Rejected
Academic Planning		
All Visits	0.8774	no
One Visit	0.9660	no
Repeat Visits	0.3240	no
Career Planning		
All Visits	0.8106	no
One Visit	0.8556	no
Repeat Visits	0.1248	no
Knowledge		
All Visits	0.5942	no
One Visit	0.8467	no
Repeat Visits	0.3452	no
Personal Development		
All Visits	0.1170	no
One Visit	0.2912	no
Repeat Visits	-0.7108	no
Developmental Advising		
All Visits	-0.2971	no
One Visit	-0.3968	no
Repeat Visits	-0.6064	no
Advisor Style		
All Visits	0.7252	no
One Visit	1.7584	no
Repeat Visits	-0.2428	no
Total Satisfaction		
All Visits	-0.5348	no
One Visit	0.9570	no
Repeat Visits	-1.6791	no

Note. .05 level = 1.961

to the advisor increased as they had shown for number of contacts and for length of sessions as separate variables.

The results of the analysis for the sixteenth research hypothesis and its related statistical hypotheses are summarized in Figure 13.

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 Insert Figure 13 Here  
 -----

The analysis supports the rejection of the null hypotheses for all six dimensions and for the Total Satisfaction Score for both of the data sets studied. For the data set of all advisor teaching fields (humanities, social sciences, natural sciences/mathematics, education, and business), the results were significant at the  $p < .01$  level for all of the items except Personal Development which was significant at the  $p < .05$  level. For the data set of selected fields (humanities, social sciences, natural sciences/mathematics), the results were significant at the  $p < .01$  level for all of the dimensions and for the Total Satisfaction Score.

An examination of means in Table 19 shows that for the subsample of selected fields, the advisees who had advisors in the social sciences were most satisfied in their advising on the dimensions of Academic Planning, Knowledge, Personal Development, Developmental Advising, Advisor Style and for the Total Satisfaction Score. On the dimension of Career Planning, the advisees who had advisors in the natural sciences/mathematics were most satisfied. These results are interesting in light of the continual controversy as to whether advisees should be matched with advisors from their intended majors. At William and Mary, the position has been taken that since it is a liberal arts college and

FIGURE 13

## SUMMARY OF THE ONE-WAY ANALYSIS OF VARIANCE FOR HYPOTHESIS SIXTEEN

Type of Score	Significance Level	Null Hypothesis Rejected
Academic Planning		
All Fields	0.0055	yes
Selected Fields	0.0014	yes
Career Planning		
All Fields	0.0000	yes
Selected Fields	0.0000	yes
Knowledge		
All Fields	0.0021	yes
Selected Fields	0.0010	yes
Personal Development		
All Fields	0.0125	yes
Selected Fields	0.0044	yes
Developmental Advising		
All Fields	0.0020	yes
Selected Fields	0.0011	yes
Advisor Style		
All Fields	0.0005	yes
Selected Fields	0.0010	yes
Total Satisfaction		
All Fields	0.0003	yes
Selected Fields	0.0001	yes



focuses on general education requirements for the first two years, the advisors should not be matched by field unless expressly requested by the advisor. These findings support the school's general approach because they show that advising satisfaction is based on possible attitudes and skills pertinent to the broad cognitive area rather than to a particular discipline except in the area of Career Planning. These findings suggest using social scientists for advisors because of abilities to perform well in the advising task which are found in those disciplines. In every case, the advisors from the humanities were least satisfactory in advising. Advisors from the natural sciences/mathematics performed most adequately in Career Planning, perhaps because of the penchant of these advisors to request advisees from their own disciplines.

#### Summary

The results of this research indicated that in general advisees had lower perceptions of the 1980-1981 Freshman Advising Program, had higher expectations for advising, and were less satisfied with the advising system than the advisors. These results were significant at the  $p < .01$  level for the dimensions of Academic Planning, Knowledge, Personal Development, Developmental Advising, and Advisor Style and for the Total Perception Score for the analysis of perceptions of the 1980-1981 Freshman Advising Program. For the analysis of expectations for an ideal freshman advising program, these results were significant at the  $p < .01$  level for the dimensions of Academic Planning, Career Planning, Knowledge, and Developmental Advising and for the Total Expectation Score. The results were significant at the  $p < .01$  level for all six

dimensions and for the Total Satisfaction Score for the analysis of the satisfaction with the 1980-1981 Freshman Advising Program.

Female advisees had greater expectations for advising on Career Planning than male advisees; this result was significant at the  $p < .01$  level. Female advisees were less satisfied with the 1980-1981 Freshman Advising Program on the dimensions of Academic Planning and Knowledge; these results were significant at the  $p < .05$  level.

Advisees were less satisfied with the 1980-1981 Freshman Advising Program the more visits they had with the advisor. These results were significant for all six dimensions of academic advising and for the Total Satisfaction Score at the  $p < .01$  level.

The analysis indicated that advisees were significantly less satisfied with the 1980-1981 Freshman Advising Program the more time they spent in the advising sessions. These results were significant for all six dimensions of academic advising and for the Total Satisfaction Score at the  $p < .01$  level.

Field congruence between the advisee and the advisor affected advisee satisfaction only on the dimension of Knowledge; this result was significant at the  $p < .05$  level.

When length of advising sessions and number of contacts with the advisor were combined into the variable of Total Exposure, the satisfaction level for all advisees decreased significantly as the amount of exposure increased for all six dimensions of academic advising and for the Total Satisfaction Score. These results were significant at the  $p < .01$  level. When Total Exposure was considered for advisees in the subsample with only one visit, the same results occurred for all dimensions of academic advising and for the Total Satisfaction Score

except for Career Planning. These results were significant at the  $p < .01$  level except for Personal Development which was significant at the  $p < .05$  level. When the repeat-visit subsample was considered for Total Exposure, the negative relationship occurred for all six dimensions of academic advising and for the Total Satisfaction Score. The results were significant at the  $p < .01$  level.

The analysis also indicated that advisee satisfaction with the 1980-1981 Freshman Advising Program was significantly related to the advisor teaching field on all six dimensions of academic advising and for the Total Satisfaction Score. These results were significant at the  $p < .01$  level. Advisees were most satisfied with advisors in the social sciences and least satisfied with advisors in the humanities except on the dimension of Career Planning in which case the advisees with advisors in the natural sciences/mathematics were most satisfied.

## Chapter Five

### Summary, Conclusions, and Implications

Academic advising has received national attention over the last few years because of its purported relationship to the retention of students. Effective interactions with faculty advisors have been held to be important if students are to remain in college through graduation. Academic advising is said to be an effective deterrent to attrition in part because of its developmental potential. Young adults in college have developmental tasks to accomplish during their college experience. Through their interactions with students, faculty members provide role models and act as support persons in this development. Developmental advising can promote growth in students. To be most effective in developing student potentialities, the advisor and the advisee need to hold congruent views of the advising relationship and need to share responsibility for that relationship.

The purpose of this study was to analyze faculty advisor and advisee perceptions, expectations, and satisfaction with the 1980-1981 Freshman Advising Program at the College of William and Mary. The goal of this research was to evaluate the congruence between advisors and advisees in the program in hopes that the results would suggest areas for improvement in the advising program for freshman students. This chapter will summarize the findings of the research in the first section. Then, conclusions will be discussed in the second section.

Finally, the third section will state the implications for further study.

#### Summary of the Findings

Several of the research hypotheses compared the faculty advisor and advisee reactions to determine congruence between them. The analysis of advisee and advisor perceptions of the 1980-1981 Freshman Advising Program found that the advisors and advisees were significantly different on six out of seven items. The advisors and advisees, therefore, were not at all congruent on what they perceived as taking place in the advising program. The advisors were much more positive in their perceptions of what was offered in advising than the advisees. The students felt that Academic Planning and Course Scheduling, Knowledge of Academic Regulations and of Available Resources, Assistance in Personal Development, Developmental Advising Relationship, and Advisor Style were not taking place in their advising experience to the extent that the advisors thought that they were providing them. Thus, the two groups were divergent on the advising program and its successes.

Another area of comparison between these groups which exposed a lack of agreement was that of expectations for an ideal advising program. The advisees expected much more from an advising system than did the advisors on five of the seven items. The advisees wanted more help with Academic Planning and Course Scheduling, more assistance with Career Planning, greater advisor Knowledge of Academic Regulations and of Available Resources, and a more Developmental Advising Relationship. Both groups were congruent on what they expected for Assistance on Personal Development and for Advisor Style. Because the expectations

were so very different for the two groups, it was likely that the two groups would have difficulty in their communications about advising.

The level of satisfaction between the advisees and advisors was another area of divergence. The advisees were much less satisfied with the 1980-1981 Freshman Advising Program than were the advisors. This lack of congruence on satisfaction appeared on all seven of the analyses performed. The advisors felt that they were performing much more satisfactorily than the advisees felt. On each of the dimensions of academic advising, the advisees felt that they were not receiving the assistance from the advisors that they would have liked to receive. The dissatisfaction of the advisees with the advising system had often been verbalized at the College, but previously it had not been researched.

Another series of comparisons which were important to the study involved male and female advisees. The perceptions of the advisees of the 1980-81 Freshman Advising Program were not significantly different from one another based on sex of the advisee. Their expectations for an ideal program were different only on the dimension of Career Planning. Female advisees expected much more help from the advisor in the area of career planning than did the male advisees. This result may have come about because of the new roles which have opened up for women and the new types of decisions which have been required of them in recent years.

When the men and women were compared on satisfaction with their advising, they were similar except on the dimensions of Academic Planning and of Knowledge. The female advisees were less satisfied with their advising on these two items. Perhaps their greater concern for career issues causes them to be less satisfied with the knowledge and

planning provided by the advisors since both of these facets of advising would affect their progress toward career decisions and goals.

Male and female advisees showed no differences on their satisfaction levels when the variables of approximate numbers of contacts in the advisor's office, length of advising session, or total exposure to the advisor were considered. Sex of the advisee did not change the negative relationships which existed when numbers of contacts, length of sessions, or total exposure were analyzed.

The variable of approximate numbers of contacts in the advisor's office was analyzed. In contrast with what the literature review suggested, the advisees became less satisfied with the advisors as the number of visits increased. The divergence in advisee and advisor perceptions and expectations may in part explain this negative finding. Since the two groups were widely separate on their perceptions and expectations, increased numbers of contacts could not reduce the dissatisfaction which resulted from the dissonance in their views. In addition, the personal characteristics or the nature of problems which the repeat-visit advisees had may have influenced the level of dissatisfaction.

Similarly, given the literature, it was surprising to find that longer advising sessions did not increase advisee satisfaction. The dissonance in advisor-advisee perceptions and expectations or the advisee's personal characteristics and problems may explain this finding. Advisees were much more dissatisfied as they lengthened their sessions.

Total Exposure to the Advisor, which was a multiplicative variable based on number of contacts and length of sessions, reinforced the

negative results of the separate variables. The advisee did not become more satisfied as the total exposure increased. Again, the dissonance between the advisor and advisee is not dispelled by merely lengthening the time which they are together. Unless meaningful discussion takes place concerning the advising process, the advisees will not be satisfied with their advising. Also, the personal characteristics of the advisees or the nature of their problems may have influenced the continued dissatisfaction with advising.

A long-standing argument at the College has been over whether or not the advisees should be assigned to advisors in their intended majors. Advisees have complained of inaccurate information or total lack of information from advisors who are not in their intended majors. Advisors, especially from the sciences, have argued that it is imperative that advisees be matched with advisors from their intended major so that their academic planning can include major-specific courses in the early semesters. The College has instead chosen to assign advisors by residence hall and to defend this assignment on the basis that the advising for the first two years is focused on general degree requirements and that a high percentage of advisees change the intended major prior to declaration and even afterwards. The findings in this study showed that except on the dimension of Knowledge, the field-congruent advisees were no more satisfied than the field-incongruent advisees.

It was possible that analysis might show that a particular residence-hall team of advisors were more expert than other teams. The literature did not provide any information on this institutional-specific variable of advising. No advising team was more satisfactory than another on advising. This result may indicate that the teams are



loosely coordinated and, therefore, do not have an independent style or personality.

When the advisors from the humanities, social sciences, and natural sciences/mathematics were analyzed to see if one group were more satisfied with the advising system than another, it was found that they were similar in their satisfaction with their advising. When advisee responses were analyzed, it was found that advisees with advisors in the social sciences were most satisfied except on the dimensions of Career Planning and Knowledge. When assistance in career planning was analyzed, the advisees with advisors in the natural sciences/mathematics were most satisfied. When all fields of advisors were considered, the advisees with advisors in education were most satisfied on the dimension of Knowledge. The small cell size for Education may reduce the reliability of this finding of difference, however.

In summary then, advisees were less satisfied with advising than the advisors. Males and females showed few differences in their advising situation. The area of Career Planning and the related dimensions of Academic Planning and Knowledge showed the only variance to this statement. Advisor teaching field affects advisee satisfaction but not advisor satisfaction. Field-congruence between the advisor and the advisee was important only to satisfaction with the dimension of knowledge. Residence-hall teams do not show differences in advisee satisfaction. Finally, longer exposure to the advisor decreases satisfaction rather than increasing it.

#### Conclusions Which Can Be Drawn from the Study

Several conclusions can be made about the 1980-1981 Freshman Advising Program as a result of the analyses of the data. These

conclusions can assist in developing improvements to the advising system for freshmen students at the College of William and Mary. Four areas are specifically affected by the study.

First, the dissonance between advisees and advisors on perceptions of the advising process, on expectations for an ideal process, and on satisfaction with the advising system must be addressed if advising is to improve at the College. The literature stressed the need for communication between the constituencies concerning the advising process. Crookston (1972) and Borland (1973) emphasized the need for active participation by both the advisee and the advisor in setting priorities for advising. Kramer and Gardner (1977) suggested that an actual contract for advising could facilitate this communication and could assist both parties in monitoring the completion of their responsibilities. Grites (1979) urged institutions to develop philosophy statements and objectives for advising to assist in these communications. Since this study was completed, the College of William and Mary has begun steps to alleviate the dissonance between the advisors and advisees on expectations for the advising program. A philosophy statement has been expanded and published in the catalog. In addition, objectives for advising have been listed and provided to advisors with a suggested timetable for implementation. The new advisees have been provided additional information during the summer on the academic requirements and the advising system. At the beginning of their first semester, all advisees now receive a checklist for advising which enumerates the advisee's responsibilities and a timetable for suggested advising over the year.

These steps have been important in the communication between advisors and advisees. However, they are merely beginnings in the process of improving academic advising at the College. It is important that the College continue to encourage communication between both groups of participants in the advising system. Until there is understanding between the advisors and advisees on the purposes of advising, the expectations will create dissonance in the system.

The College must also address the dissonance in the perceptions of the two groups concerning advising. The study has shown, as have previous studies, that faculty advisors either overestimate their skill in advising or are unaware of their level of performance. It is important that the College encourage both advisees and advisors to discuss the advising system as it occurs. Again, Kramer and Gardner (1977) suggested that an advising contract could assist in discussions during advising of what was or was not being done in the process. Without communication between the two groups concerning the strengths and weaknesses of the process, the advisees will continue to perceive themselves as cheated and the advisors will continue to perceive themselves as successful advisors.

As the perceptions and expectations of the two groups are made more congruent, the satisfaction level of the participants should increase. At this point in time the advising system is still a source of frustration for both students and faculty. Until the College becomes committed to addressing the views of both sides and to providing direction and support for advising, the frustration will continue and satisfaction will be impossible.

A second area which is highlighted for action by the data in the study is the differences between male and female advisees on their expectations for career planning and on their satisfaction with advisor knowledge and their academic planning. Career planning is an area which will realistically never be an expertise of advisors at the College of William and Mary. Too much sentiment is present that career planning is someone else's job and not that of the advisor. However, the fact that women students had a greater need for career planning is an aspect which is important to advisor awareness. The dissatisfaction of the women advisees with the level of knowledge of their advisors and the academic planning which they received may well reflect this need for more career assistance. It is crucial that advisors be informed of these special needs of women students. In addition, the advisors should be cognizant of referrals which can be made to career services at the College and to pre-professional advisors in a variety of fields. The advisors need to recognize that women advisees may be more apprehensive about long-range planning and career decision-making and as a result advisors should cover these topics.

A third conclusion which the data in this study supported concerns the College's current practice of assigning advisors without regard to advisee intended major. The one area which showed a significant result was that of Knowledge of Academic Regulations and of Available Resources. There are at least two ways in which the College can provide assistance in improving the satisfaction level in this area without changing the assignment procedure for advisors. First, the training of advisors is critical. Other studies have also shown that the knowledge of the advisor is important to the satisfaction of the advisee.

Advisors must also be well-trained in the general requirements of the College. They must be conversant with the area-sequence, proficiency, transfer credit, graduation, and other requirements. In addition, the advisors must be made aware of the necessity to check information by referral to the publications which contain this information or by a telephone call to an expert. Secondly, the advisors must be willing to take the next step to an actual referral for the student to someone who can answer the questions which cannot be looked up or quickly addressed by a telephone call. Often, an advisor from the intended major is a quick remedy suggested by advisors and advisees alike to cure advising ills. An advisor, whether he is from the intended major or not, is only as good as his training and his willingness to research the answers and to refer when appropriate.

Finally, the study has pointed to the necessity for the College to begin to address the strengths and weaknesses of the student advising system. Without thorough evaluation of the system, the administration responsible for advising will be unable to make sound judgments concerning the remedies for the system. It is important that more detailed evaluation of the system be undergone. Then it is critical that continued evaluation occur as changes are made in the system. The College has too long approached advising through gut reaction. This study, hopefully, will stimulate more data-based evaluations of advising in the future.

#### Implications for Future Research

Three areas of the findings in this study suggest the need for further investigation. First, the negative relationship between advisee satisfaction and length of advising sessions, numbers of contacts with

the advisor, and total exposure to the advisor deserves more study. It would be useful to investigate these findings in two ways. The possible connection between advisor-advisee dissonance and advisee expectations and perceptions is one branch of investigation which may prove useful. If there were greater congruence in the communications between the two constituencies, would the exposure to the advisor result in the positive findings suggested in the literature? Another useful investigation on these variables would center around the differences which might exist between advisees who return for additional visits and those who visit the advisor only once and the differences which might exist between advisees who stay a short time and those who remain for longer periods. The cumulative effect of total exposure should also be studied. It would be interesting to find out whether advisees with greater exposure to the advisor have more problems than other advisees, are more negative about their college experience than their counterparts, and/or are more dependent on adults in their decision-making.

The second area indicated for additional research is that of advisor teaching field as a criterion for satisfactory performance. In this study, advisors who were social scientists were much more satisfactory to the advisees. It would be of interest to study the disciplines more carefully to determine skills, attitudes, or values which might exist among the humanists, social scientists, and scientists/mathematicians which would make these individuals more or less satisfactory in the advisor role. If traits could be determined through further research, they would be very important to the selection and training of advisors.

Finally, further research is needed on the attitudes of advisors toward the advising process. How is advisee satisfaction affected by the advisor's ability to develop a wholesome and meaningful relationship with the individual student? How does an advisor's willingness to be an advisor affect satisfaction? The characteristics of advisors need to be analyzed to determine which characteristics are present in the most effective advisors.

APPENDIX A  
SURVEY OF PERCEPTIONS AND EXPECTATIONS (FRESHMEN)  
AND COVER LETTER



# The College of William and Mary

William and Mary 23185



April 22, 1981

Dear Freshman Student,

Attached is a survey on academic advising. This survey is being used to gather data from both students and faculty about academic advising for Freshmen at the College. The data collected will be used to determine the strengths and weaknesses of the current advising program for Freshmen and to develop suggestions for possible improvements in the program. This study is being completed as part of the requirements for my doctoral dissertation. Dean Edwards has agreed to my surveying current faculty advisors for Freshmen and current Freshmen for the study.

Your participation in this survey is very important. Participation by everyone is necessary to insure the statistical evaluation of the questionnaire.

Please take the 10 or 15 minutes necessary for completion of the questions. Return the survey to your Resident Assistant (R.A.) by 8 a.m. on Thursday, April 30, 1981. Do not put your name on the questionnaire; your anonymity is assured.

Review of the literature shows that student opinion is very important to the study of academic advising at an institution. Your responses will have a direct impact on our ability to suggest changes in academic advising for Freshmen.

Thank you very much for your cooperation. I would be happy to share the survey results with you if you would like to contact me for information.

Sincerely,

(Ms.) Amy Jarmon Worthington  
Associate Dean of Students

AJW/gz  
Enclosure

Office of the Dean of Students  
Tele: (804) 253-4387  
253-4485

**SURVEY OF PERCEPTIONS  
AND EXPECTATIONS  
(Freshmen)**

Please check the appropriate choice for the questions below.

1. Sex: Male \_\_\_\_\_  
Female \_\_\_\_\_
2. Residence Hall: Barrett \_\_\_\_\_  
Botetourt \_\_\_\_\_  
DuPont \_\_\_\_\_  
Jefferson \_\_\_\_\_  
Hunt/Tyler/Talliaferro \_\_\_\_\_  
Yates \_\_\_\_\_
3. Approximate Number of Contacts with Advisor in his/her Office This Year \_\_\_\_\_
4. Approximate Number of Contacts with Advisor Outside of Office This Year \_\_\_\_\_
5. Average Length of Advising Sessions: \_\_\_\_\_ minutes
6. Your intended area of major: \_\_\_\_\_ Undecided  
\_\_\_\_\_ Humanities  
\_\_\_\_\_ Social Sciences  
\_\_\_\_\_ Sciences/Mathematics  
\_\_\_\_\_ Business  
\_\_\_\_\_ Education
7. Teaching field of your advisor: \_\_\_\_\_ Humanities  
\_\_\_\_\_ Social Sciences  
\_\_\_\_\_ Sciences/Mathematics  
\_\_\_\_\_ Business  
\_\_\_\_\_ Education
8. Advisor name \_\_\_\_\_  
(If Known)

The following portion of the survey will give you numbered statements which describe an advisor. On the left-hand side you will consider the description in light of your CURRENT advisor and respond to the statement by the key provided; on the right-hand side you will consider the description in light of your IDEAL advisor and respond accordingly.

- SA = Strongly Agree. This statement is a very accurate description of the advisor.  
A = Agree. This statement is a somewhat accurate description of the advisor.  
D = Disagree. This statement is an only slightly accurate description of the advisor.  
SD = Strongly Disagree. This statement does not describe the advisor at all.

Circle the code (SA, A, D, SD) which applies to each of your choices.

This statement describes my  
describes my  
CURRENT advisor  
accurately:

This statement  
describes my  
IDEAL advisor  
accurately:

SA	A	D	SD	1. An advisor should discuss all possible academic options with me (study abroad, pass/fail, audit, summer school, etc.)	SA	A	D	SD
SA	A	D	SD	2. An advisor should encourage and support me in my college endeavors.	SA	A	D	SD
SA	A	D	SD	3. An advisor should not make suggestions concerning the better class teachers.	SA	A	D	SD
SA	A	D	SD	4. An advisor should be utilized for academic planning not just selections of courses.	SA	A	D	SD
SA	A	D	SD	5. An advisor should have knowledge of the classes offered and the prerequisites required.	SA	A	D	SD
SA	A	D	SD	6. An advisor should refer me to preprofessional advisors who can talk with me about specific careers.	SA	A	D	SD
SA	A	D	SD	7. An advisor should view advisees as persons in need of prodding.	SA	A	D	SD
SA	A	D	SD	8. An advisor should attend the dorm programs to which he/she is invited.	SA	A	D	SD
SA	A	D	SD	9. An advisor and I should be able to discuss matters freely.	SA	A	D	SD
SA	A	D	SD	10. An advisor should explain the curriculum requirements for various majors in which I express interest.	SA	A	D	SD
SA	A	D	SD	11. An advisor should be valuable to me in developing my educational goals.	SA	A	D	SD
SA	A	D	SD	12. An advisor should provide me accurate information on graduation requirements (area, sequence, proficiency, credits).	SA	A	D	SD
SA	A	D	SD	13. An advisor should create opportunities for me to get to know him/her better.	SA	A	D	SD
SA	A	D	SD	14. An advisor should determine the goals and priorities of the advising relationship by himself/herself.	SA	A	D	SD
SA	A	D	SD	15. An advisor should know the educational requirements for my intended career.	SA	A	D	SD

This statement  
describes my  
CURRENT advisor  
accurately:

This statement  
describes my  
IDEAL advisor  
accurately:

- |    |   |   |    |   |    |   |   |    |
|----|---|---|----|---|----|---|---|----|
| SA | A | D | SD | 16. An advisor should assist me in developing my career goals.  | SA | A | D | SD |
| SA | A | D | SD | 17. An advisor should meet with my informally outside his/her office (for coffee, advisee dinner at home, etc.)                                   | SA | A | D | SD |
| SA | A | D | SD | 18. An advisor should help me improve my grades.  | SA | A | D | SD |
| SA | A | D | SD | 19. An advisor should care about me and the way he/she advises me.  | SA | A | D | SD |
| SA | A | D | SD | 20. An advisor should be knowledgeable about procedures for transferring, taking a semester off, or dropping out.                                 | SA | A | D | SD |
| SA | A | D | SD | 21. An advisor should not take the initiative to contact me, but should always wait for me to set up an appointment.                              | SA | A | D | SD |
| SA | A | D | SD | 22. An advisor should show an interest in my unique concerns and problems.  | SA | A | D | SD |
| SA | A | D | SD | 23. An advisor should help me adjust to college life.   | SA | A | D | SD |
| SA | A | D | SD | 24. An advisor should be aware of courses in his or her department and prompt students to enroll.   | SA | A | D | SD |
| SA | A | D | SD | 25. An advisor should allow enough time for me to accomplish what I want without being rushed.  | SA | A | D | SD |
| SA | A | D | SD | 26. An advisor should suggest careers on the basis of job marketability rather than my academic interests.  | SA | A | D | SD |
| SA | A | D | SD | 27. An advisor should help me interpret the academic rules and regulations of the College (add/drop, withdrawal, continuance requirements, etc.). | SA | A | D | SD |
| SA | A | D | SD | 28. An advisor should assist me in locating other sources of assistance when he/she is unable to help completely with a problem.                  | SA | A | D | SD |
| SA | A | D | SD | 29. An advisor should try to see things "through my eyes".  | SA | A | D | SD |

This statement describes my CURRENT advisor accurately:					This statement describes my IDEAL advisor accurately:				
SA	A	D	SD	30. When planning my class schedule, an advisor should assist me in making my time schedule convenient.	SA	A	D	SD	
SA	A	D	SD	31. An advisor should provide information about university resources available to me.	SA	A	D	SD	
SA	A	D	SD	32. An advisor should be patient with me.	SA	A	D	SD	
SA	A	D	SD	33. An advisor should be able to interpret the results of tests I have taken (SAT's, achievement tests, placement exams, and AP tests).	SA	A	D	SD	
SA	A	D	SD	34. An advisor should make me "feel at ease" and by his/her manner encourage me to discuss anything which might be helpful to me.	SA	A	D	SD	
SA	A	D	SD	35. An advisor should make me aware of my values, attitudes, and feelings.	SA	A	D	SD	
SA	A	D	SD	36. An advisor should not insist on always being right.	SA	A	D	SD	
SA	A	D	SD	37. An advisor should make suggestions regarding courses I should take to have a better liberal arts program.	SA	A	D	SD	
SA	A	D	SD	38. An advisor should be open to learning from his advisees.	SA	A	D	SD	
SA	A	D	SD	39. An advisor should suggest careers to investigate as a result of my course interests.	SA	A	D	SD	
SA	A	D	SD	40. An advisor should help me find ways to make school more interesting and exciting.	SA	A	D	SD	
SA	A	D	SD	41. An advisor's signature should not be required for approval of my course schedule.	SA	A	D	SD	
SA	A	D	SD	42. An advisor should be an important part of my college experience by acting as a mentor.	SA	A	D	SD	
SA	A	D	SD	43. An advisor should discuss the parameters of our relationship with me at the outset.	SA	A	D	SD	

This statement  
describes my  
CURRENT advisor  
accurately:

This statement  
describes my  
IDEAL advisor  
accurately:

- |    |   |   |    |  |    |   |   |    |
|----|---|---|----|--|----|---|---|----|
| SA | A | D | SD | 44. An advisor should focus on my potentialities rather than my limitations.   | SA | A | D | SD |
| SA | A | D | SD | 45. An advisor should help me become a more effective student.   | SA | A | D | SD |
| SA | A | D | SD | 46. An advisor should meet with me at least one time per semester in addition to registration (or pre-registration). | SA | A | D | SD |
| SA | A | D | SD | 47. An advisor should understand employment opportunities in various majors.   | SA | A | D | SD |
| SA | A | D | SD | 48. An advisor should know my name and be interested in me as a person.  | SA | A | D | SD |
| SA | A | D | SD | 49. An advisor should treat me as an equal partner in the advising relationship.                                     | SA | A | D | SD |
| SA | A | D | SD | 50. An advisor should let me make up my own mind and work on my problems in my own way.                              | SA | A | D | SD |
| SA | A | D | SD | 51. An advisor should not pressure me into a major or career track which I am not sure I want.                       | SA | A | D | SD |
| SA | A | D | SD | 52. An advisor should help me understand myself better.  | SA | A | D | SD |
| SA | A | D | SD | 53. An advisor should not be a source of help for personal problems with friends, acquaintances, or family.          | SA | A | D | SD |
| SA | A | D | SD | 54. An advisor's comments should help me see more clearly what I need to do to gain my educational objectives.       | SA | A | D | SD |
| SA | A | D | SD | 55. An advisor should be helpful in explaining alternatives to college.  | SA | A | D | SD |
| SA | A | D | SD | 56. An advisor should be willing to share his/her own thoughts and feelings with me when I ask.                      | SA | A | D | SD |
| SA | A | D | SD | 57. An advisor should tell me what to do when I have a problem.  | SA | A | D | SD |
| SA | A | D | SD | 58. An advisor should not provide information on graduate or professional schools.                                   | SA | A | D | SD |

This statement  
describes my  
CURRENT advisor  
accurately:

SA A D SD 59. An advisor should help me select a  
major.

SA A D SD 60. An advisor should know the optional  
ways for fulfilling proficiency  
requirements.

This statement  
describes my  
IDEAL advisor  
accurately:

SA A D SD

SA A D SD

Comments on the Freshman Advising Program:

Thank you for your cooperation in this study.

**APPENDIX B**  
**SURVEY OF PERCEPTIONS AND EXPECTATIONS**  
**(FRESHMAN FACULTY ADVISORS)**  
**AND COVER AND FOLLOW-UP LETTERS**





# The College of William and Mary

Williamsburg, Virginia 23185

Chartered 1619

May 1, 1981

Dear Freshman Faculty Advisor,

Enclosed is a survey on academic advising. Parallel surveys are being used to gather data from both students and faculty about academic advising for Freshmen at the College. The data collected will be used to determine the strengths and weaknesses of the current advising program for Freshmen and to develop suggestions for possible improvements in the program. This study is being completed as part of the requirements for my doctoral dissertation. Jean Edwards has agreed to my surveying current faculty advisors for Freshmen and current Freshmen for the study.

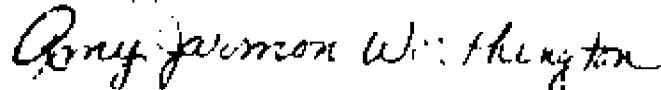
Review of the literature shows that faculty advisor opinion is very important to the study of academic advising at an institution. Your responses will have a direct impact on our understanding of the current Freshman Advising Program and our ability to suggest changes. This data will in no way be linked to you individually and will not be used for evaluation purposes.

Your participation in this survey is very important. Participation by everyone is necessary to insure the statistical evaluation of the questionnaire.

Please take the 20-25 minutes necessary for completion of the questions. An envelope is enclosed for return of the survey through Campus Mail. Please return the survey no later than May 11, 1981.

Thank you very much for your cooperation. I would be happy to share the survey results with you if you would return the enclosed card to my office to indicate your interest.

Sincerely,



(/s/) Amy Jarmon Worthington  
Associate Dean of Students

AJW/ga  
Enclosure



May 12, 1981

Dear Colleague,

Inclosed is a copy of the survey which I sent out recently on the Freshman Advising Program. If you have already completed the survey and forwarded it to my office, thank you very much for your participation.

If you have not yet returned a survey, please take the 20-25 minutes to complete it and return it to my office as soon as possible. It is very important that I have as high a return rate as possible if the survey is to be statistically evaluated.

I realize this is a busy time of year for all of us, but if you could take pity on someone trying to do a doctoral dissertation and return a survey during this week, I would be indebted. Thank you very much for your assistance.

Sincerely,

(s.) Amy Jarmon Worthington  
Associate Dean of Students

AM/ra  
Enclosures

SURVEY OF PERCEPTIONS  
AND EXPECTATIONS  
(Freshman Faculty Advisors)

The responses given on this survey will in no way be linked to you as an individual and will not be used in any manner for individual evaluation.

Please check the appropriate choice for the questions below.

1. Residence Hall Advising Team: Barrett \_\_\_\_\_  
   Botetourt \_\_\_\_\_  
   DuPont \_\_\_\_\_  
   Jefferson \_\_\_\_\_  
   Jant/Tyler/Taliaferro \_\_\_\_\_  
   Yates \_\_\_\_\_
2. Average Number of Contacts with Each Advisee in your Office This Year \_\_\_\_\_
3. Average Number of Contacts with Each Advisee Outside of your Office This Year \_\_\_\_\_
4. Average length of Advising Sessions: \_\_\_\_\_ minutes
5. Your teaching field: \_\_\_\_\_ Humanities  
   \_\_\_\_\_ Social Sciences  
   \_\_\_\_\_ Sciences/Mathematics  
   \_\_\_\_\_ Business  
   \_\_\_\_\_ Education
6. Number of Freshman Advisees \_\_\_\_\_
7. Sex: Male \_\_\_\_\_  
                   Female \_\_\_\_\_

The following portion of the survey will give you numbered statements which describe an advisor. Please answer all questions from the viewpoint of Freshman advising. On the left-hand side you will consider the description in light of your APPROX performance as an advisor and respond to the statement by the key provided; on the right-hand side you will consider the description in light of your concept of an IDEAL advisor and respond accordingly.

- SA = Strongly Agree. This statement is a very accurate description of the advisor.  
 A = Agree. This statement is a somewhat accurate description of the advisor.  
 D = Disagree. This statement is an only slightly accurate description of the advisor.  
 SD = Strongly Disagree. This statement does not describe the advisor at all.

Circle the code (SA, A, D, SD) which applies to each of your choices.

This statement describes my CURRENT performance as an advisor accurately:

This statement describes my concept of an IDEAL advisor accurately:

- |    |   |   |    |   |    |   |   |    |
|----|---|---|----|---|----|---|---|----|
| SA | A | D | SD | 1. An advisor should discuss all possible academic options with advisees (study abroad, pass/fail, audit, summer school, etc.).   | SA | A | D | SD |
| SA | A | D | SD | 2. An advisor should encourage and support his/her advisees in their college endeavors.   | SA | A | D | SD |
| SA | A | D | SD | 3. An advisor should not make suggestions concerning the better class teachers.   | SA | A | D | SD |
| SA | A | D | SD | 4. An advisor should be utilized for academic planning not just selections of courses.  | SA | A | D | SD |
| SA | A | D | SD | 5. An advisor should have knowledge of the classes offered and the pre-requisites required.                                       | SA | A | D | SD |
| SA | A | D | SD | 6. An advisor should refer advisees to pre-professional advisors who can talk with them about specific careers.                   | SA | A | D | SD |
| SA | A | D | SD | 7. An advisor should view advisees as persons in need of prodding.  | SA | A | D | SD |
| SA | A | D | SD | 8. An advisor should attend the dorm programs to which he/she is invited.   | SA | A | D | SD |
| SA | A | D | SD | 9. An advisor and the advisee should be able to discuss matters freely.   | SA | A | D | SD |
| SA | A | D | SD | 10. An advisor should explain the curriculum requirements for various majors in which advisees express interest.                  | SA | A | D | SD |
| SA | A | D | SD | 11. An advisor should assist the advisee in developing his/her educational goals.   | SA | A | D | SD |
| SA | A | D | SD | 12. An advisor should provide the advisee accurate information on graduation requirements (area, sequence, proficiency, credits). | SA | A | D | SD |
| SA | A | D | SD | 13. An advisor should create opportunities for the advisee to get to know him/her better.   | SA | A | D | SD |

SA A D SD

26. An advisor should suggest careers on the basis of job marketability rather than advisees' academic interests.

SA A D SD

This statement describes my CURRENT performance as an advisor accurately:

This statement describes my concept of an IDEAL advisor accurately:

- |    |   |   |    |   |    |   |   |    |
|----|---|---|----|---|----|---|---|----|
| SA | A | D | SD | 27. An advisor should help advisees interpret the academic rules and regulations of the College (add/drop, withdrawal, continuance requirements, etc.). | SA | A | D | SD |
| SA | A | D | SD | 28. An advisor should assist advisees in locating other sources of assistance when he/she is unable to help completely with a problem.                  | SA | A | D | SD |
| SA | A | D | SD | 29. An advisor should try to see things "through the advisee's eyes".   | SA | A | D | SD |
| SA | A | D | SD | 30. When planning class schedules, an advisor should assist advisees in making their time schedules convenient.   | SA | A | D | SD |
| SA | A | D | SD | 31. An advisor should provide information about university resources available to advisees.   | SA | A | D | SD |
| SA | A | D | SD | 32. An advisor should be patient with his/her advisees.   | SA | A | D | SD |
| SA | A | D | SD | 33. An advisor should be able to interpret the results of tests advisees have taken (SAT's, achievement tests, placement exams, and AP tests).          | SA | A | D | SD |
| SA | A | D | SD | 34. An advisor should make advisees "feel at ease" and by his/her manner encourage them to discuss anything which might be helpful to them.             | SA | A | D | SD |
| SA | A | D | SD | 35. An advisor should make advisees aware of their values, attitudes, and feelings.   | SA | A | D | SD |
| SA | A | D | SD | 36. An advisor should not insist on always being right.   | SA | A | D | SD |
| SA | A | D | SD | 37. An advisor should make suggestions regarding courses advisees should take to have a better liberal arts program.                                    | SA | A | D | SD |
| SA | A | D | SD | 38. An advisor should be open to learning from his advisees.  | SA | A | D | SD |

This statement describes my CURRENT performance as an advisor accurately:

This statement describes my concept of an IDEAL advisor accurately:

- |    |   |   |    |  |    |   |   |    |
|----|---|---|----|--|----|---|---|----|
| SA | A | D | SD | 39. An advisor should suggest careers to investigate as a result of an advisee's course interests.                             | SA | A | D | SD |
| SA | A | D | SD | 40. An advisor should help advisees find ways to make school more interesting and exciting.                                    | SA | A | D | SD |
| SA | A | D | SD | 41. An advisor's signature should not be required for approval of course schedules.  | SA | A | D | SD |
| SA | A | D | SD | 42. An advisor should be an important part of the college experience by acting as a mentor.                                    | SA | A | D | SD |
| SA | A | D | SD | 43. An advisor should discuss the parameters of the advising relationship with advisees at the outset.                         | SA | A | D | SD |
| SA | A | D | SD | 44. An advisor should focus on an advisee's potentialities rather than his/her limitations.                                    | SA | A | D | SD |
| SA | A | D | SD | 45. An advisor should help the advisee become a more effective student   | SA | A | D | SD |
| SA | A | D | SD | 46. An advisor should meet with each advisee at least one time per semester in addition to registration (or pre-registration). | SA | A | D | SD |
| SA | A | D | SD | 47. An advisor should understand employment opportunities in various majors.   | SA | A | D | SD |
| SA | A | D | SD | 48. An advisor should know each advisee's name and be interested in him/her as a person.                                       | SA | A | D | SD |
| SA | A | D | SD | 49. An advisor should treat the advisee as an equal partner in the advising relationship.                                      | SA | A | D | SD |
| SA | A | D | SD | 40. An advisor should let the advisee make up his/her own mind and work on his/her problems in his/her own way.                | SA | A | D | SD |
| SA | A | D | SD | 51. An advisor should not pressure the advisee into a major or career track which he/she may not be sure he/she wants.         | SA | A | D | SD |

This statement  
describes my  
CURRENT performance  
as an advisor  
accurately:

This statement  
describes my  
concept of an  
IDEAL advisor  
accurately:

- |    |   |   |    |  |    |   |   |    |
|----|---|---|----|--|----|---|---|----|
| SA | A | D | SD | 52. An advisor should help the advisee understand himself/herself better.  | SA | A | D | SD |
| SA | A | D | SD | 53. An advisor should not be a source of help for personal problems with friends, acquaintances, or family.                        | SA | A | D | SD |
| SA | A | D | SD | 54. An advisor's comments should help the advisee see more clearly what he/she needs to do to gain his/her educational objectives. | SA | A | D | SD |
| SA | A | D | SD | 55. An advisor should be helpful in explaining alternatives to college.  | SA | A | D | SD |
| SA | A | D | SD | 56. An advisor should be willing to share his/her own thoughts and feelings with the advisee.                                      | SA | A | D | SD |
| SA | A | D | SD | 57. An advisor should tell the advisee what to do when he/she has a problem.   | SA | A | D | SD |
| SA | A | D | SD | 58. An advisor should not provide information on graduate or professional schools.   | SA | A | D | SD |
| SA | A | D | SD | 59. An advisor should help the advisee select a major.   | SA | A | D | SD |
| SA | A | D | SD | 60. An advisor should know the optional ways for fulfilling proficiency requirements.  | SA | A | D | SD |

Comments on the Freshman Advising Program:

Thank you for your cooperation in this study.



**APPENDIX C**  
**QUESTIONS USED ON THE SURVEYS FOR EACH**  
**DIMENSION OF ACADEMIC ADVISING**

THE QUESTIONS USED ON THE FRESHMAN SURVEY  
FOR THE DIMENSION OF ACADEMIC PLANNING AND COURSE SCHEDULING

1. An advisor should discuss all possible academic options with me (study abroad, pass/fail, audit, summer school, etc.).
3. An advisor should not make suggestions concerning the better class teachers.
4. An advisor should be utilized for academic planning not just selections of courses.
10. An advisor should explain the curriculum requirements for various majors in which I express interest.
11. An advisor should be valuable to me in developing my educational goals.
24. An advisor should be aware of courses in his or her department and prompt students to enroll.
30. When planning my class schedule, an advisor should assist me in making my time schedule convenient.
37. An advisor should make suggestions regarding courses I should take to have a better liberal arts program.
41. An advisor's signature should not be required for approval of my course schedule.
54. An advisor's comments should help me see more clearly what I need to do to gain my educational objectives.
55. An advisor should be helpful in explaining alternatives to college.
59. An advisor should help me select a major.

THE QUESTIONS USED ON THE FRESHMAN FACULTY ADVISOR SURVEY  
FOR THE DIMENSION OF ACADEMIC PLANNING AND COURSE SCHEDULING

1. An advisor should discuss all possible academic options with me (study abroad, pass/fail, audit, summer school, etc.).
3. An advisor should not make suggestions concerning the better class teachers.
4. An advisor should be utilized for academic planning not just selections of courses.
10. An advisor should explain the curriculum requirements for various majors in which I express interest.
11. An advisor should be valuable to me in developing my educational goals.
24. An advisor should be aware of courses in his or her department and prompt students to enroll.
30. When planning my class schedule, an advisor should assist me in making my time schedule convenient.
37. An advisor should make suggestions regarding courses I should take to have a better liberal arts program.
41. An advisor's signature should not be required for approval of my course schedule.
54. An advisor's comments should help me see more clearly what I need to do to gain my educational objectives.
55. An advisor should be helpful in explaining alternatives to college.
59. An advisor should help me select a major.

THE QUESTIONS USED ON THE FRESHMAN SURVEY  
FOR THE DIMENSION OF CAREER PLANNING

- 6. An advisor should refer me to preprofessional advisors who can talk with me about specific careers.
- 15. An advisor should know the educational requirements for my intended career.
- 16. An advisor should assist me in developing my career goals.
- 26. An advisor should suggest careers on the basis of job marketability rather than my academic interests.
- 39. An advisor should suggest careers to investigate as a result of my course interests.
- 47. An advisor should understand employment opportunities in various majors.
- 51. An advisor should not pressure me into a major or career track which I am not sure I want.
- 58. An advisor should not provide information on graduate or professional schools.

THE QUESTIONS USED ON THE FRESHMAN FACULTY ADVISOR SURVEY  
FOR THE DIMENSION OF CAREER PLANNING

- 6. An advisor should refer me to preprofessional advisors who can talk with me about specific careers.
- 15. An advisor should know the educational requirements for my intended career.
- 16. An advisor should assist me in developing my career goals.
- 26. An advisor should suggest careers on the basis of job marketability rather than my academic interests.
- 39. An advisor should suggest careers to investigate as a result of my course interests.
- 47. An advisor should understand employment opportunities in various majors.
- 51. An advisor should not pressure me into a major or career track which I am not sure I want.
- 58. An advisor should not provide information on graduate or professional schools.

THE QUESTIONS USED ON THE FRESHMAN SURVEY  
FOR THE DIMENSION OF KNOWLEDGE OF ACADEMIC REGULATIONS  
AND OF AVAILABLE RESOURCES

5. An advisor should have knowledge of the classes offered and prerequisites required.
12. An advisor should provide me accurate information on graduation requirements (area, sequence, proficiency, credits).
20. An advisor should be knowledgeable about procedures for transferring, taking a semester off, or dropping out.
27. An advisor should help me interpret the academic rules and regulations of the College (add/drop, withdrawal, continuance requirements, etc.).
28. An advisor should assist me in locating other sources of assistance when he/she is unable to help completely with a problem.
31. An advisor should provide information about university resources available to me.
33. An advisor should be able to interpret the results of tests I have taken (SAT's, achievement tests, placement exams, and AP tests).
60. An advisor should know the optional ways for fulfilling proficiency requirements.

THE QUESTIONS USED ON THE FRESHMAN FACULTY ADVISOR SURVEY  
FOR THE DIMENSION OF KNOWLEDGE OF ACADEMIC REGULATIONS AND  
OF AVAILABLE RESOURCES

- 5. An advisor should have knowledge of the classes offered and prerequisites required.
- 12. An advisor should provide me accurate information on graduation requirements (area, sequence, proficiency, credits).
- 20. An advisor should be knowledgeable about procedures for transferring, taking a semester off, or dropping out.
- 27. An advisor should help me interpret the academic rules and regulations of the College (add/drop, withdrawal, continuance requirements, etc.).
- 28. An advisor should assist me in locating other sources of assistance when he/she is unable to help completely with a problem.
- 31. An advisor should provide information about university resources available to me.
- 33. An advisor should be able to interpret the results of tests I have taken (SAT's, achievement tests, placement exams, and AP tests).
- 60. An advisor should know the optional ways for fulfilling proficiency requirements.

THE QUESTIONS USED ON THE FRESHMAN SURVEY  
FOR THE DIMENSION OF ASSISTANCE IN PERSONAL DEVELOPMENT

- 18. An advisor should help me improve my grades.
- 23. An advisor should help me adjust to college life.
- 34. An advisor should make me "feel at ease" and by his/her manner encourage me to discuss anything which might be helpful to me.
- 35. An advisor should make me aware of my values, attitudes, and feelings.
- 42. An advisor should be an important part of my college experience by acting as a mentor.
- 45. An advisor should help me become a more effective student.
- 52. An advisor should help me understand myself better.
- 53. An advisor should not be a source of help for personal problems with friends, acquaintances, or family.



THE QUESTIONS USED ON THE FRESHMAN FACULTY ADVISOR SURVEY  
FOR THE DIMENSION OF ASSISTANCE IN PERSONAL DEVELOPMENT

- 18. An advisor should help me improve my grades.
- 23. An advisor should help me adjust to college life.
- 34. An advisor should make me "feel at ease" and by his/her manner encourage me to discuss anything which might be helpful to me.
- 35. An advisor should make me aware of my values, attitudes, and feelings.
- 42. An advisor should be an important part of my college experience by acting as a mentor.
- 45. An advisor should help me become a more effective student.
- 52. An advisor should help me understand myself better.
- 53. An advisor should not be a source of help for personal problems with friends, acquaintances, or family.

THE QUESTIONS USED ON THE FRESHMAN SURVEY  
FOR THE DIMENSION OF DEVELOPMENTAL ADVISING RELATIONSHIP

7. An advisor should view advisees as persons in need of prodding.
9. An advisor and I should be able to discuss matters freely.
14. An advisor should determine the goals and priorities of the advising relationship by himself/herself.
21. An advisor should not take the initiative to contact me, but should always wait for me to set up an appointment.
36. An advisor should not insist on always being right.
38. An advisor should be open to learning from his advisees.
43. An advisor should discuss the parameters of our relationship with me at the outset.
44. An advisor should focus on my potentialities rather than my limitations.
46. An advisor should meet with me at least one time per semester in addition to registration (or pre-registration).
49. An advisor should treat me as an equal partner in the advising relationship.
50. An advisor should let me make up my own mind and work on my problems in my own way.
57. An advisor should tell me what to do when I have a problem.

THE QUESTIONS USED ON THE FRESHMAN FACULTY ADVISOR SURVEY  
FOR THE DIMENSION OF DEVELOPMENTAL ADVISING RELATIONSHIP

- 7. An advisor should view advisees as persons in need of prodding.
- 9. An advisor and I should be able to discuss matters freely.
- 14. An advisor should determine the goals and priorities of the advising relationship by himself/herself.
- 21. An advisor should not take the initiative to contact me, but should always wait for me to set up an appointment.
- 36. An advisor should not insist on always being right.
- 38. An advisor should be open to learning from his advisees.
- 43. An advisor should discuss the parameters of our relationship with me at the outset.
- 44. An advisor should focus on my potentialities rather than my limitations.
- 46. An advisor should meet with me at least one time per semester in addition to registration (or pre-registration).
- 49. An advisor should treat me as an equal partner in the advising relationship.
- 50. An advisor should let me make up my own mind and work on my problems in my own way.
- 57. An advisor should tell me what to do when I have a problem.

THE QUESTIONS USED ON THE FRESHMAN SURVEY  
FOR THE DIMENSION OF ADVISOR STYLE

- 2. An advisor should encourage and support me in my college endeavors.
- 8. An advisor should attend the dorm programs to which he/she is invited.
- 13. An advisor should create opportunities for me to get to know him/her better.
- 17. An advisor should meet with me informally outside his/her office (for coffee, advisee dinner at home, etc.).
- 19. An advisor should care about me and the way he/she advises me.
- 22. An advisor should show an interest in my unique concerns and problems.
- 25. An advisor should allow enough time for me to accomplish what I want without being rushed.
- 29. An advisor should try to see things "through my eyes".
- 32. An advisor should be patient with me.
- 40. An advisor should help me find ways to make school more interesting and exciting.
- 48. An advisor should know my name and be interested in me as a person.
- 56. An advisor should be willing to share his/her own thoughts and feeling with me when I ask.

THE QUESTIONS USED ON THE FRESHMAN FACULTY ADVISOR SURVEY  
FOR THE DIMENSION OF ADVISOR STYLE

2. An advisor should encourage and support me in my college endeavors.
8. An advisor should attend the dorm programs to which he/she is invited.
13. An advisor should create opportunities for me to get to know him/her better.
17. An advisor should meet with me informally outside his/her office (for coffee, advisee dinner at home, etc.).
19. An advisor should care about me and the way he/she advises me.
22. An advisor should show an interest in my unique concerns and problems.
25. An advisor should allow enough time for me to accomplish what I want without being rushed.
29. An advisor should try to see things "through my eyes".
32. An advisor should be patient with me.
40. An advisor should help me find ways to make school more interesting and exciting.
48. An advisor should know my name and be interested in me as a person.
56. An advisor should be willing to share his/her own thoughts and feeling with me when I ask.

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## Abstract

### PERCEPTIONS AND EXPECTATIONS AS MEASURES OF SATISFACTION WITH THE FRESHMAN ADVISING PROGRAM AT THE COLLEGE OF WILLIAM AND MARY

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The College of William and Mary in Virginia, May 1983

Chairman: Professor Donald R. Herrmann

The purposes of this study were 1) to gather information on advisor and advisee perceptions, 2) to gather information on advisor and advisee expectations, and 3) to analyze the satisfaction level of the participants.

This research was conducted at the College of William and Mary during the 1980-1981 academic year. Questionnaires were used to survey both freshman students and their advisors concerning perceptions, expectations, and satisfaction with the advising system at the College. Six dimensions of advising, discussed in the literature, were studied: Academic Planning and Course Scheduling, Career Planning, Knowledge of Academic Regulations and of Available Resources, Assistance in Personal Development, Developmental Advising Relationship, and Advisor Style.

The null hypotheses for the study were that there would be no significant results for 1-3) the difference between advisee and advisor perceptions, expectations, and satisfaction, 4-6) the difference between male and female advisee perceptions, expectations, and satisfaction, 7-8) the relationship between approximate number of contacts and satisfaction for all advisees and for male and female advisees, 9-10) the relationship between average length of sessions and satisfaction for all advisees and for male and female advisees, 11) the difference between field-congruent and field-incongruent advisee satisfaction, 12) the relationship between residence hall assignment and advisee satisfaction, 13) the relationship between advisor teaching field and advisor satisfaction, 14-15) the relationship between total exposure to the advisor and satisfaction for all advisees and for male and female advisees, 16) the relationship between advisor teaching field and advisee satisfaction.

The results indicated that in general advisees had lower perceptions of the Freshman Advising Program, had higher expectations for advising, and were less satisfied with the advising system than the advisors. These results were significant for the analysis of perceptions for the dimensions of Academic Planning, Knowledge, Personal Development, Developmental Advising, and Advising Style and for the Total Perception Score. In the analysis of expectations, these results were significant for the dimensions of Academic Planning, Career Planning, Knowledge, and Developmental Advising and for the Total Expectation Score. When satisfaction with advising was considered, the results were significant for all six of the dimensions and for the Total Satisfaction Score.

Female advisees had greater expectations for advising on Career Planning than male advisees. They also were less satisfied with their current advising on the dimensions of Academic Planning and Knowledge.

Satisfaction with advising decreased as advisees increased the number of visits to the advisor and as they lengthened the time in their advising sessions.

Advisee satisfaction with advising was affected by the congruence between the advisee's intended major and the advisor's teaching field only on the dimension of Knowledge. Advisees were most satisfied with advisors in the social sciences on all dimensions except Career Planning in which case they were most satisfied with advisors in the natural sciences/mathematics. Advisees were least satisfied in all cases with advisors in the humanities. Advisors did not differ in their satisfaction with advising by field.

Further research is indicated for three areas. First, the negative relationship between advisee satisfaction and length of advising sessions, number of contacts, and total exposure to the advisor needs to be investigated further to determine the effects on satisfaction which advisee-advisor dissonance in perceptions and expectations and which advisee personal characteristics have. Second, additional research on advisor teaching field as a criterion for satisfactory performance is needed. Third, the personal characteristics of advisors need to be studied to determine their impact on the advising system.